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ABSTRACT

Assembled are the ideas, techniques, and written documents of a 3 year, five county vocational skills training program designed to provide vocational skills and counseling to blind and partially sighted students in grades 7 through 14 within regular vocational classes. Technical and industrial arts, homemaking, and work experience are vocational areas emphasized by the program. Included in the introduction to the visually handicapped student are four methods of orientation and mobility. Teacher preparation is discussed and a referral system explained. Questions of regular vocational teachers are answered. Described are tests used in the program. Samples of approximately 35 forms used in the program such as registration forms and parent conference reports are provided. Local resources utilized are listed as are the written and visual products of the program. A formula to aid in the determination of staff requirements is explained. One of the recommendations of the program is that itinerant inservice teams be developed at the state level. Equipment and supplies suggested for industrial education and daily living skills are listed with prices and sources. For related documents see EC 051 030, EC 051 031, and EC 051 033. (DB)

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5-COUNTY

VOCATIONAL SKILLS TRAINING FOR THE VISUALLY HANDICAPPED

● project document

Santa Cruz County Office of Education
Richard R. Fickel, Superintendent
701 Ocean Street Santa Cruz, California 95060

MAY 1972

ED 073579

A FIVE COUNTY

VOCATIONAL SKILLS TRAINING PROGRAM FOR THE BLIND

PROJECT DOCUMENT

by

Dr. Gene H. Russell
Head Teacher
Vocational Skills Training Program

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THE SANTA CRUZ COUNTY
OFFICE OF EDUCATION
City of Santa Cruz, CA. 95060

DR. RICHARD R. FICKEL, SUPERINTENDENT
May 1972

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Richard D. Struck, M.A.
Project Co-Director

Lawrence A. Edler, Ed.D
Project Co-Director

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FOREWORD

The Santa Cruz County Vocational Skills project for blind and partially sighted minors was authorized with the passing of Senate Bill 632 (Grunsky) in 1969. In concert with the County Superintendents of San Mateo, Santa Clara, San Benito, and Monterey Counties, a regional program of supplemental in-service and pupil instruction was submitted to the Vocational Education Section, State Department of Education, in November, 1969. In the proposal document, the major thrust of the project was described as: (1) meeting the unmet vocational education needs of visually handicapped pupils enrolled in junior high, secondary, and community colleges in the five-county region, and (2) providing in-service training to regular vocational education teachers and work experien counselors assigned to schools where blind students are enrolled.

The program was funded for a three year period from 1969 to 1972 through the Vocational Education Act of 1964. Vocational areas emphasized were technical and industrial arts, home-making, and work experience. This three year project has also included an information and dissemination component where the project staff have conducted over a dozen workshops throughout the State in conjunction with the Vocational Education Section of the Division of Special Education, State Department of Education. Many Department of Rehabilitation counselors for the blind participated in the workshops.

Vocational Education Teachers who had not previously had the opportunity of working with visually handicapped students, have had, through this program, the opportunity of being trained in the skills required to broaden each child's vocational potential through the use of tools, equipment, and the development

of skills associated with home-making and technical industrial occupations, as well as work experience.

This Project Document will provide vocational educators, as well as counselors for the blind and teachers of the visually handicapped, with specific guidelines for the organization and implementation of a project that provides instruction and counseling of visually handicapped pupils in selected occupational and work experience courses.

DR. LAWRENCE A. EDLER, Director
Secondary Programs

RICHARD D. STRUCK, Director
Programs for Exceptional Children
& Adults & Pupil Personnel Services

PREFACE

The Santa Cruz County Board of Education and County Superintendent and Staff are committed to providing students, in terms of individual capability notwithstanding handicaps, the opportunities for vocational development which will prepare them to find their place in society as productive participating members.

The purpose of this exemplary project, Vocational Skills for the Blind and Partially Sighted, has been to provide vocational skill training and counseling to blind and partially sighted students in the five-county area of Monterey, San Benito, San Mateo, Santa Clara and Santa Cruz Counties.

An indication of the cooperative effort necessary to provide these services and experiences is the eagerness and participation of the superintendents, teachers and employees of the five counties together with state consultants and rehabilitation counselors. The efforts and results have been most rewarding.

RICHARD R. FICKEL, SUPERINTENDENT
Santa Cruz County Office of Education
Santa Cruz, California

ACKNOWLEDGMENTS

The ultimate impact of this three year exemplary project, purpose of which was to design, implement and evaluate a regional - Five-County - Vocational Skills Training Program for the Visually Handicapped, has at times appeared meager. The pendulum has swung in both directions, however, and the staff, individually and collectively, was fortunate to participate in many exciting and stimulating experiences.

The efforts of the project staff were not accomplished alone. Numerous individuals and organizations have aided with materials, support, and/or information. This cooperation extended to the project staff has been of immeasureable assistance to the advancement of visually handicapped youth in vocational education activities.

Grateful acknowledgment is made to the persons listed below for their generous support of the Five-County Vocational Skills Training Program for the Visually Handicapped.

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Richard M. Wenstrom, State Department of Education

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INTRODUCTION

Thomas A. Routh states that the world could be divided into the blind sighted and the sighted blind[1]. The rationale being that while physiological blindness may be disabling, it is not nearly so catastrophic as emotional or attitudinal blindness, wherein the sighted are oblivious to the needs of the visually handicapped.

Vocational education for the blind has historically consisted of chair caning, rug weaving, broom making, mop making, and other outdated activities. In efforts to inform and help visually impaired youth become employable and successfully integrated into the labor market, five counties in California offered a new and unique approach to the enrollment of blind students into Vocational Education.

The purpose of this guide was to assemble the ideas, techniques, and written documents accumulated during the two and one-half years that the Vocational Skills Training Program has been attending to the vocational needs of visually impaired students. Essentially, what is presented is a "plan of operation" which can be applied and replicated by vocational educators in any single district or county, or any combination of districts and counties educating visually handicapped pupils.

GENE H. RUSSELL

[1]Thomas A. Routh, Rehabilitation Counseling of the Blind (Springfield, Illinois: Charles C. Thomas-Publisher, 1970), p.v.

CHAPTER I

THE VISUALLY HANDICAPPED STUDENT

Numerous publications have been prepared that describe in detail the general education of the blind and partially sighted. These documents, however, are not appropriate for use by and readily available to vocational educators. For these reasons, and the fact that sighted educators in general have a limited understanding about the visually handicapped, it was determined that information should be included as background material to describe the population for which this document is concerned.

We are grateful to Betty L. Kuykendall, Publications Department, and the National Council of Teachers of English for permission to use "Sources of Information and Materials for Blind and Visually Limited Pupils" which appeared in Elementary English, Volume XLVII, No. 8, December 1970, pages 1097-1105. The following material was authored by Allen Berger and Constance R. Kautz, with ideas inserted by the writer of the Project Document when it was determined that clarification was needed:

> With the growing trend to have blind and visually limited pupils in regular school settings rather than attend state residential schools, an increasing number of school teachers are having children with serious visual problems enrolled in their shops and classrooms. The intent of this paper is to provide teachers, administrators, and counselors basic sources of information and materials so that children with visual handicaps will be helped in realizing their maximum potential in both academic and vocational instruction.

TERMINOLOGY

The terminology used to describe persons who do not see is often confusing. Many legally blind people use ordinary inkprint (or what you are now reading) in their reading and writing; that is, they practically operate as sighted individuals. For educational purposes, a legally blind person is one who has a visually acuity in the better eye of 20/200 or less after the best possible correction. A partially seeing person is one whose visual acuity is 20/70 or less in the better eye after correction. Clarification of these terms may be found in the California Administrative Code, Title 5, Education, Section 3600 (d) and (e).

Many students with usable vision wear low vision lenses and read regular print at close range, their eyes about two or three inches from the text. Other pupils who read inkprint use special large-print materials.

In this paper, when making reference to both the totally blind and the visually limited, the term visually handicapped will be used.

As a result of federal appropriations, many visually handicapped pupils are entitled to receive instructional materials at no cost. Information about free instructional materials for registered visually handicapped students may be obtained from your State Education Department. The national registration of blind students enrolled in publicly supported schools is performed annually to implement P.L. 84-922, an act "to promote the education of the blind" that was passed in 1956.

SCHOOL PROGRAMS

During the past two decades, school programs for the visually handicapped have expanded considerably. One type of program involves the residential school, of which there are approximately 70 for blind children in the United

States and Canada. Many residential schools take steps to insure the integration of blind children into the sighted community.

In the public and private schools, there are generally two kinds of programs. One involves the grouping of visually handicapped children into a special day class or resource room with instruction provided by a specially-trained teacher. Another program, growing in popularity, involves the itinerant resource teacher; in this program, the visually handicapped children are enrolled in regular classrooms and they receive instruction with their sighted peers for the major part of each school day. Special skills, such as reading and writing braille, as well as the reinforcement of certain learnings, are provided by the specially-trained teacher in the special day class or resource room or by an itinerant teacher who travels among several schools in the district or county. The most recent development in serving visually handicapped pupils in the public schools of California has been the employment of credentialed teachers of the visually handicapped to train these students in the use of handtools, small and large power tools, and in the techniques and appliances of homemaking. This instruction is provided by the regular shop and homemaking instructors with the assistance of the vocational skills specialists.

THE BRAILLE SYSTEM OF READING AND WRITING

A system of raised dots on paper touched by sensitive fingertips makes extensive reading possible for blind persons. In 1829 a young Frenchman, Louis Braille, devised the system now used by the blind through-out the world. Blinded by an awl while working in his father's leather shop, young Louis later remembered the marks left by the awl in the leather and used this idea as the basis for his system of combinations of dots to represent letters of the alphabet.

The braille system uses as its basis a cell composed of two vertical columns of three dots each, and numbered for convenience sake.

1 . . 4
2 . . 5
3 . . 6

To save space and to facilitate reading, certain groups of letters appearing frequently are represented by special characters called contractions.

A special, highly-contracted code of braille mathematics has been formulated by Abraham Nemeth. All signs used in modern mathematics are incorporated into this code. A braille music code uses sixty-three symbols for notes, rhythms, values, etc.

Methods used for transcribing printed material into braille include the slate and stylus, the braille writer, and the newly developed braille electric typewriter. In addition, copies of braille and similar materials can be made by a vacuum forming process.

For embossing braille by hand, a grooved board is used with a perforated metal or plastic guide. The points are impressed onto the paper with a small pointed tool called a stylus. This is slow and fatiguing, but useful for note-taking. A post-card size slate slips easily into the pocket or purse, and is readily available when needed.

The braille writer is a manual machine which has six keys corresponding to each braille dot in the cell. With this machine the student can write quickly and accurately. Braille can be transcribed at approximately fifty or sixty words per minute using this machine. The Perkins Brailler with dust cover, for example, retails for $100.85 and may be purchased from The Howe Press of Perkins School, 175 North Beacon Street, Watertown, Massachusetts 02172.

International Business Machine Corporation has developed an electric typewriter that types braille. Having a standard keyboard, it contains the configurations needed. Since the braille is embossed on the reverse side of the paper, the typist begins at the bottom of the page. An "erase" key will flatten any unwanted symbols and the correct one may be inserted. The copy may be proofread while still in the typewriter. The school price for the braille typewriter is approximately $375.

METHODS AND MATERIALS FOR BLIND AND VISUALLY LIMITED PUPILS

The reader of braille and the reader of inkprint read for similar purposes; to obtain information, to solve problems, for pleasure. Similar methods of teaching reading apply to print and braille. Information about a Braille Informal Reading Inventory, which reveals strengths and weaknesses in the reading ability of a child who reads braille is available from the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, Kentucky 40206.

In an integrated program, the blind pupil begins reading and writing with his sighted classmates. He uses the same texts and workbooks in braille that they use in print. Large type and braille dictionaries are also available as are encyclopedias which, however, may be too bulky and expensive for most schools; a visually handicapped pupil may obtain information from a printed encyclopedia from either the regular classroom teacher, resource teacher, or a volunteer.

Handwriting is often a laborious task for the visually limited. Writing paper with more vivid lines may be obtained, making it easier for the visually limited pupil to stay on the lines. About fourth grade he may be taught to

type, using a regular or large-type machine. By the time that he enters junior high school, he will be able to type his assignments.

The blind pupil as well as the visually limited can use a pencil for workbook activities (e.g., underlining correct answers or marking true and false items, etc.). In certain instances, using a pencil saves time. For the totally blind pupil, handwriting can be a profitable experience at the junior and senior high school levels. At certain times he will probably use a braille writer.

Specialized and adapted material can be provided by the resource or itinerant teacher, who will supplement the work of the classroom teacher; she will teach those skills needed for the pupil to function effectively in the classroom. Because the classroom teacher usually does not know how to braille nor has the time, the special teacher may write in ink over braille reading materials so that the regular classroom teacher can follow the pupil's progress and give assistance when needed. Though improvisations and adaptations are necessary at times, most of the items in the classroom are suitable for the visually handicapped.

Day-to-day materials, such as tests, duplicated exercises or blackboard work, can be provided to the classroom teacher. In addition, the special teacher can adapt or obtain maps, thermometers, "readable" flags (with different fabrics representing different colors) and other materials to assist in building concepts and experiential background.

Classroom teachers may be confronted with the problem involving the use of blackboards and duplicated materials. Some pupils with useful remaining vision can see the blackboard when a magnifier is attached to their glass lens. Pupils who cannot take notes can be helped by a classmate who will use a carbon paper with an extra sheet; the notes on the carbon can then be reproduced into large type or braille. At certain times a portable cassette tape recorder

will assist the pupil in retaining information for a later date.

Of considerable interest and value to the visually handicapped are recorded and taped texts, books and magazines. Periodicals available in braille include Current Science and Popular Science. The recordings and tapes are profitable because of the amount of information a pupil may receive within a given amount of time. Of value here is the current interest in speeded speech, whereby the rate of taped speech is increased through computerized means, thereby avoiding the Donald Duck effect.

A reading machine which will be capable of presenting material in spelled speech is being developed at Massachusetts Institute of Technology. This machine would allow a visually handicapped person access to printed material, such as newspapers and periodicals, without the delay involved in obtaining a braille or recorded version.

LIBRARY SERVICES

Through thirty-two regional libraries, the Division for the Blind of the Library of Congress circulates braille books, talking books, large type and taped editions. Any legally blind individual may receive the service by registering with the distributing library serving his area. Through federal legislation, those with other physical handicaps are also eligible for the services. The brailled or recorded material is sent through the mail in containers, free of charge. When the pupil wishes to return the material, he has only to turn over the address card and deposit the container in the post office.

Braille Book Review, published bi-monthly for the Library of Congress by the American Foundation for the Blind, is distributed free to persons who borrow from regional libraries. It is a magazine of news about braille materials newly transcribed. Talking Book Topics, also a bi-monthly magazine

published under the same arrangement, contains news of recordings, magnetic tapes, book reviews, developments and activities in library services for blind and physically handicapped persons. A soundsheet, an experiment in producing a recorded version of this magazine, playable on the talking book machine at 16 2/3 rpm. is currently being tested.

The person wishing to receive recorded books will receive a Talking Book Machine to use with or without earphones. These discs play at 8 1/3, 16 2/3, or 33 1/3 rpm., and in many localities are repaired, by members of the Telephone Pioneers. Records received are marked in braille as well as inkprint. Magnetic tapes are available to those who have access to a tape recorder. Recording for the Blind, Inc., is in the process of converting its library of discs to tapes. Recommended for the tapes is the adapted SONY 105, available from the American Printing House for the Blind.[1]

BRAILLE TRANSCRIBING

The academic success of blind and partially sighted children who have become integral members of the public school population has been progressively encouraging. Basic textbooks in braille are supplied by the State for these blind students attending kindergarten through eighth grade. But, like their sighted peers, the blind student needs more than just basic texts to broaden both his classroom and recreational reading. And frequently there may be a lag of a year before a state-adopted textbook is available in braille form.

This is where groups of volunteer braille transcribers step in. In the five-county area, for example, these groups include the Monterey County Braille Transcribers, Inc.; Peninsula Braille Transcribers' Guild, Inc.; Woodside

[1]Allen Berger and Constance R. Kautz, "Sources of Information and Materials for Blind and Visually Limited Pupils." Elementary English, Vol. XLVII (December 1970), pp. 1097-1101.

Terrace Kiwanis Club Braille Project; Light for the Blind; Braille Transcription Project; and the Santa Cruz County Transcribers Guild.

Before starting a project, a check is made with the American Printing House for the Blind, which acts as a central clearing house, to ensure that the book has not already been transcribed. Then a team of volunteers is organized to transcribe the book, which may take several months to complete. To illustrate the effort involved, a braille page of literary text can be transcribed in about 10 minutes, while a more complex subject like shop mathematics may take up to a half-hour per page. Therefore, an average book of 100 braille pages represents about 170 hours of transcribing, to which must be added time for proofreading, copying, and binding. A textbook in a technical subject can easily take 1000 hours or more to transcribe.

Many books are copied or duplicated from the paper originally transcribed by the braillist, one page at a time, on plastic sheets, using a "thermoform" machine. Unlike the original, the plastic copy will resist indefinitely the pressure of the reader's fingertips.

For general reading, where the ability to refer easily to specific passages is not important, voice-recording on magnetic tape offers an easier vehicle for both the transcriber and the reader. And for children and students who are not completely blind, books can be transcribed using a large-print typewriter. Four volunteer transcriber organizations currently exist in the five-county area that specialize in the large type and recording activities.[1]

[1] The Braille Transcription Project, Mrs. Sylvia Cassell, Chairman, 1634 Shasta Avenue, San Jose, California, 1969, pp. 4.

ORIENTATION AND MOBILITY[1]

Certain techniques, commonly referred to as orientation and mobility, have been found helpful by those who have worked with the blind in helping them function comfortably and efficiently within their physical environment.

Orientation and mobility are two interrelated terms. For example, a blind person must be well orientated in his environment if he is to become effectively mobile. Orientation is defined as the establishment of awareness of one's position in relation to the environment and significant objects within the environment by utilizing the remaining senses (including sight). And mobility is defined as the ability to move safely, effectively, and comfortably from one place to another within the environment by utilizing the remaining senses (including sight). The methods used by students and young adults to achieve greater mobility are the 1.) forearm and cross body technique, 2.) sighted guide, 3.) Hoover cane, and 4.) dog guide.

1. The Forearm and Cross Body Technique. This technique is useful for detecting objects when moving around unaided, e.g., a desk or piece of furniture or shop equipment which may have been rearranged.

   The right arm is held at shoulder height parallel to the floor, across the front of the body. The upper arm is at obtuse angles to the remainder of the arm. The forearm is held so that the elbow makes an angle a little more than a right angle and the tips of the fingers are extended slightly beyond the shoulder. As the person walks, objects of shoulder level will be encountered by the hand. The time between the hand and body encounter will allow the person

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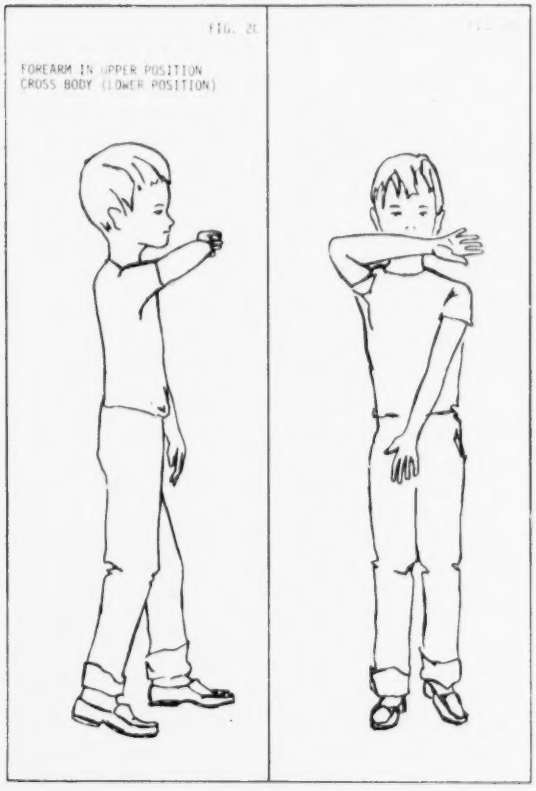
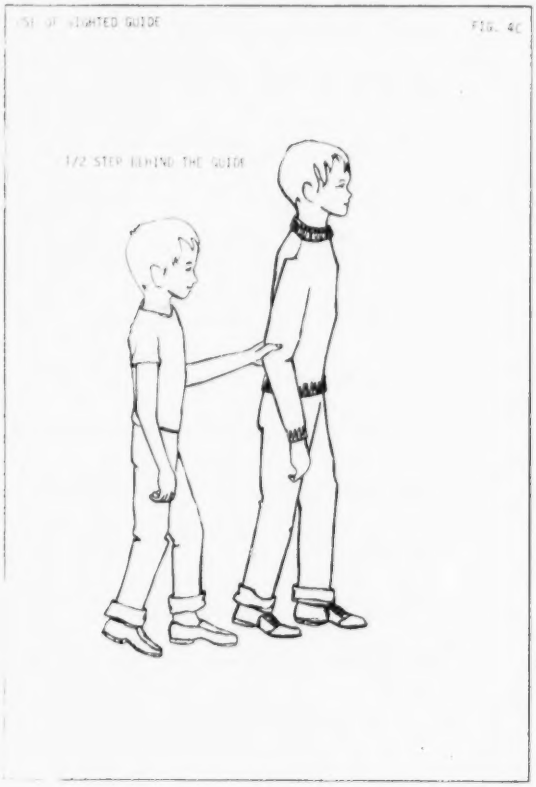
[1]Material contained in this section is summarized from information found in the Handbook for Teachers of the Visually Handicapped written by Woodrow Schrotberger.

time to react and stop before the body hits the obstacle.

The left hand is brought to the midline in front of the body, without bending the elbow. The hand is held a foot or so in front of the body with the little finger outermost and the thumb toward the body. Holding the hand in this position will keep the student or adult from jabbing the thumb into some hard object and at the same time will allow the fingers to encounter an obstacle early enough to give the person time to react before bumping the object.



Forearm in Upper Position and Cross Body in Lower Position



Use of the Sighted Guide

2. The Sighted Guide. The use of a sighted guide implies action rather

than being passively towed along. Actually in some situations, the blind may be doing the guiding, e.g., he may be telling the sighted person in which direction to travel.

The person being guided should grasp the guide firmly but gently just above the elbow on the side on which he intends to walk. That is, the blind person would take the left arm of the guide with his right hand if he intended to walk on the left side of the guide. He walks half a step behind the guide so that he will have time to react to body movements of the guide. The guide should walk at his normal pace unless there is a factor adversely affecting the pace of the blind person. The blind person should pay attention to the arm motions, since these movements tell what the guide is doing, or is about to do.

For ascending and descending stairs, the guide should pause slightly before beginning the ascent or descent. This tells the follower to be alert for coming body motion that will let him know if the guide is doing something out of the ordinary.

3. The Hoover Cane. The Hoover or long cane is a modern tool for independent travel with which blind persons should be familiar. Even if the person plans to use a dog guide, there will be situations where it may be necessary to use a long cane.

The cane is not a cane in the usual sense, but a kind of antenna, designed precisely to be an extension of the user's touch senses. The cane is made of thin aluminum tubing or fiberglass, usually not more than half an inch in diameter. It is tipped at the ground end with either metal, fiberglass, rubber, or plastic and sometimes

curved at the upper end like a shepard's staff. The purpose of the cane is to extend the person's foot reach as well as arm reach; its length is determined by the individual's normal stride.

The proper use of the long cane is taught by a specialist trained in the Hoover cane technique; the cane is useless without proper technique. But with it, the blind person can learn to move with independence, ease, and even grace.[1]

In 1968 the California Legislature amended the Education Code to allow individual instruction in mobility for blind children. This legislative action, authored by State Senator Donald Grunsky, permitted mobility and orientation instruction by credential teachers through both district and county programs by creating Section 3610 of the California Administrative Code, Title 5, Education. Clarification of the requirements relative to mobility instruction may also be found in the California Education Code Section 18102.9 (1) (e).[2]

4. The Dog Guide. Accredited dog guide schools are basically concerned with the rehabilitation of blind people and the facilitation of their integration into the whole society. These goals are accomplished by providing qualified blind men and women with trained dog guides and instruction in their proper use and control for purposes of safe and efficient physical mobility.

The guide dog is not an end in itself but the means to an end; that end is the acquisition of mobility and the integration of the

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[1] W[illow] Schrotberger, "Orientation and Mobility", Handbook for Teachers of the Visually Handicapped. American Printing House for the Blind, Louisville, Kentucky, pp. 58-78.

[2] Dorothy L. Misbach and Joan Sweeney, Education of the Visually Handicapped in California Public Schools. California State Department of Education, Sacramento, 1970, pp. 23-24.

dog's master into a sighted society. The unique wisdom, loyalty, and capacity of the guide dog to adapt to the needs of a master must, however, be respected at all times.

Dog guides are not recommended for blind children. The value of dogs and other animals as pets for many handicapped children under appropriate conditions is well recognized, but dog guides are not pets. They are working animals that have proved a valid aid to many active blind people.

Blind people with well-trained dogs are accepted today on buses, trains, planes; in hotels and restaurants; on college campuses; at places of employment--almost everywhere. In addition to the dogs being inconspicuous and temperamentally stable and in no way complicate the functioning of a public accomodation, most states have reinforced this public acceptance through legislation making it a legal right for a blind person to be accompanied by his dog guide in facilities serving the public.

CHAPTER II

TEACHER PREPARATION

The Vocational Skills Training Program is grateful to Mary Ellen Mulholland, Publications Director, and the American Foundation for the Blind for permission to use selected portions of Ysabel Johnson's A Blind Child Becomes A Member of Your Class. Although the material was prepared in the early 1960's, it is still of excellent quality and will be of interest to those vocational educators who might be considering the integration of a visually impaired student into their vocational program(s).

"When you learned there was to be a blind child in your class you probably wondered how you would be able to manage the situation and why the child was not being placed in a residential school for blind children. A gradual development in educational philosophy has demonstrated that a blind child will benefit greatly from attending local public and private schools. One of the chief reasons for this development is the desire of parents to have their child at home where he can experience the warmth of family life and share in its realities. Through attendance at the neighborhood school the blind child develops and matures while sharing the same opportunities and challenges as his sighted schoolmates. Day by day living of sighted children with a blind child is one of the most effective means of breaking down misconceptions and prejudices about blindness.

What has been written is presented only by means of suggestion. What is said will probably not apply to all children nor to all teachers.

Children and adults very quickly perceive the effectiveness with which a blind child, with a minimum of special attention, can take his place as a successful and contributing member of the school and community life. In

addition, the costs alone of maintaining large residential schools points to the wisdom of the establishment of good educational facilities in local areas.

This material was written to help acquaint you, the classroom teacher, with the idea of integrating a blind child into your class. This has been done by other classroom teachers, most of whom tell of their experiences with a sense of achievement and satisfaction. They feel this approach has been beneficial, not only to the blind child, but also to his sighted companions, including his teacher.

Your responsibility to the visually handicapped child in your class is the same as responsibility to other pupils. You help them to develop physically, socially, intellectually, and morally. A teacher must take every child where he is and lead him as far as the limitations and potentialities of both the child and teacher permit.

Try to remember that if you are a good teacher for sighted children you can also be a good teacher for a blind child. Teaching and learning processes are fundamentally the same. Some adaptations will be necessary in methods and materials.

To help you with this aspect of having a blind child in your class, you will have the support not only of the administrator of the school program, but also of a resource teacher. This teacher may be located in your building, or in some instances an itinerant teacher will come to help you for certain scheduled hours each week. These specially prepared helpers will guide you and the visually handicapped child in the use of any special tools or techniques appropriate for his instruction.

The function of a resource teacher or the itinerant teacher is the same.

The only difference is that the resource teacher has headquarters in a school where several blind children are enrolled, whereas the itinerant teacher serves different children placed in various schools within a certain area.

EXAMPLES OF WAYS IN WHICH THE RESOURCE TEACHER OR THE ITINERANT TEACHER WILL HELP WITH SPECIAL NEEDS IN YOUR CLASSROOM

In fulfilling your responsibility to your class, the resource teacher or itinerant teacher may assist you with the blind child in your group in ways such as the one listed below:

1. Providing in braille the necessary written and reading materials so that the blind child can follow your program.
2. Teaching the child how to find his way in the halls, on the stairs, to the restrooms, in the cafeteria, and on the playground. This type of help is sometime referred to as teaching skill in orientation and mobility, or mobility instruction.
3. Helping to adapt lessons in arts and crafts.
4. Occasionally going along on field trips to help the child learn as much as possible from touch, smell, hearing, and even taste.
5. Working out a convenient system so that materials can be prepared, organized, and located so they will be readily available for the blind child's use in your class.
6. Guiding you in learning to know as much as possible about this child. Gradually with this assistance you can piece together parts of his "reactional biography". These are all the interactions of an individual with the world around him. Your resource or itinerant teacher is prepared to help you in interpreting these interactions in order that you can be most helpful and enjoy fully the blind student.

Loving and patient efforts of an understanding person may undo in the future what unwise treatment has wrought in the past.

7. Keeping in touch with local, state, and national resources which can serve your program from time to time.

Since there is more than one way to solve a problem, no doubt you and your helper will be exploring new approaches. The classroom teacher and the resource teacher or itinerant teacher through their varied experiences and training, are often challenged to novel ideas, and to develop them creatively with mutual gain for teachers as well as children, both sighted and blind.

The resource or itinerant teacher will assist you in facing problems as they present themselves. The creative thinking, initiative, enthusiasm, and experience of the regular classroom teacher together with that of the specially trained teacher result in curriculum and methods of procedure specifically adapted to the needs of the blind child.

REGULAR CLASSROOM TEACHERS WHO HAVE HAD EXPERIENCE WITH BLIND CHILDREN SAY . . .

Do not panic! The handicapped child adapts surprisingly well to circumstances as they arise and is eager and able to do most of the same things as the sighted children when given the opportunity.

If you are natural and relaxed, the child will develop in a natural and relaxed way.

A pat on the head or a gentle arm around the shoulder says a great deal to a blind child.

Help the child feel that he belongs to the class; but give him no special privileges.

A blind child can learn that lack of sight does not absolve him from the need for discipline.

Allow the blind child the opportunities to grow in independence just as you do other children. Before long the entire class will be talking about how proud they are of his developing skills.

The blind child may need special kinds of help. This is true of all children from the very slowest to the most gifted one.

Try to describe activities carefully and to be consistent in your directions since the blind child cannot see you. You will be happy to notice that your improved skill in giving directions and the children's attention to following oral directions will help the entire class.

Several teachers reported that often a child in the regular class who had many problems showed marked improvement in his own social adjustment after working voluntarily with the blind child. This advantage was shared by the entire class.

The standards of grading should be the same for the blind child as for other children. Too much emphasis can be placed on blindness of the child rather than upon his other normal abilities.

Help the blind child to experiences which will bring to him a generous share of feelings of security and understanding, from yourself as well as from his sighted classmates. If you believe in any child, he will respond to your confidence in him.

You may be making your finest advances when appearances are least in your favor. Periods of growth and regression and then further growth are typical of all learning and of all children.

One teacher reports that the most important thing learned was the fact that having a blind child in a regular class was much easier than she had expected.

To have a blind child is a fine experience for you and your children. Relax and enjoy it."[1]

FOUR-STEP SAFETY PROCEDURE

"Most tools and instruments which man has devised to make his activity easier and more efficient were developed with the idea that the user would have good eyesight. When a person acquires a severe visual impairment or becomes blind, most tools, instruments, and materials are impossible to handle by normal means, and changed techniques are required".[2] Principles and special methods have been developed whereby the visually handicapped can handle and operate ordinary equipment and materials with efficiency and safety.

It is the intention of this document to simply present a sample of these procedures or techniques that are used by vocational skill specialists or a trained regular instructor in the instruction of a visually handicapped student in a vocational setting. In an industrial setting, for example, the following well defined pattern of safety can be employed:

1. Making Approach and Primary Contact to Power Machines
    a. Have the trainee step to a working position directly in front of the machine with both hands down at his sides. With the palms toward him bring both hands forward until the backs touch the table of the machine. This will enable the trainee to locate a working position and determine the height and scope of the work area without danger of bruising his hands or getting them into moving parts.

[1] Ysabel Johnson, A Blind Child Becomes A Member of Your Class, American Foundation for the Blind, New York. 1961, pp.5-9.

[2] John L. Thompson, "Training Aids and Teaching Techniques in Woodworking," Proceedings of the International Congress on Technology and Blindness, American Foundation for the Blind, 1963, p. 237.

b. As a precautionary measure, the instructor should examine all machines and make sure there are no moving parts or danger points exposed beneath the level of the work table.

2. Observing the State of Rest or Motion of the Machine

a. With both hands on the table of the machine as described in Step 1a, the trainee will usually be able to detect when a machine is in motion by sound or vibration.

b. The instructor should start and stop the machine, having the trainee listen for changes in sound and having him touch the work table to detect changes in vibration.

c. When the machine is coasting and there is little or no vibration, and the noise from other machines or outside interference makes the identifying sound inaudible, the state of rest or motion can be determined by touching the end of a shaft or other moving part.

d. The instructor should guide the hand of the trainee from the primary point of CONTACT along a safe path to and from the moving part to be used as an identification point.

e. Before examining any machine, always determine the state of rest or motion by adhering strictly to touching the end of a shaft, spindle or other moving part which is safe.

3. Following Paths From the Primary Points of CONTACT to and From Points of Control and Points of OBSERVATION of the Progress of the Work

a. Safe paths to follow should be determined when the machine is not in motion.

b. Switches, levers and all controls can be located by following

from the point of primary CONTACT along the edge of the work table until a familiar spot or part is reached and then following it to the desired CONTROL.

c. The instructor should guide the hand of the trainee from the point of primary CONTACT along a safe path to and from the desired point of CONTROL.

d. Approximate heights such as shoulder and head are helpful in estimating locations; however, the trainee should not be permitted to reach promiscuously for controls or other objects about the work area.

e. Points of OBSERVATION of the progress of the work being done by the machine are located by following the same procedure as that for locating controls.

f. FOLLOWING THE PATHS OF SAFETY MUST DEFINITELY BECOME A HABIT.

4. Observing the Progress of the Work Being Done by the Machine by Sound, Feel and Touch

The instructor should demonstrate the progress of the work being done by the machine by performing a work process which the trainee can observe by--

a. SOUND such as that of a hack saw cutting a steel rod which constantly changes as the cut is being made. A complete operation should be performed in order that the trainee may observe the changes in sound as the cut progresses.

b. FEEL such as the resistance exerted on the feed lever of a drill press which decreases as the point of the drill breaks through the material. A complete operation should be performed in order

that the trainee may place his hand on the hand of the instructor and observe the change in resistance exerted by the feed lever.

c. TOUCH such as observing the position of the feed wheel or the changing position of a previously identified part as it approaches a stop or completes its travel in a given direction. A complete operation should be performed in order that the instructor may place the hand of the trainee on the feed wheel or moving parts to identify the progress of the work being done by the machine.[1]

Most tools both hand and power, have characteristics which are distinctive to the workman who is familiar with their operation and use.

The information and material contained in the document to this point, with the exception of the "Four-Step Safety Procedure", has been of a general nature. For example, information about visually handicapped students and ways in which the resource or itinerant teacher(s) will help those teachers who have integrated visually impaired students into their classrooms was discussed in detail. With the start of "A Referral System", the material contained in the document becomes specifically concerned with the visually handicapped pupil and his or her participation in vocational education.

A REFERRAL SYSTEM

In starting the five-county project, it was necessary to literally "beat the bushes" to locate and identify the visually handicapped students. As lines of communication were established and project staff increased, a procedure for student selection did evolve.

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[1] J. Hiram Chappell, Instructional Guide for Use in Vocational Schools Providing Training for Blind Persons, U.S. Department of Health, Education, and Welfare, 1960, pp. 5-9.

It is recommended, however, that a referral system be established to involve more of the people knowledgeable as to the student's interests and goals. Such a system would tend to 1.) eliminate wasted time and energy, 2.) increase local participation and decision making, and 3.) keep more people informed of the project's activities and purposes.

A tentative calendar for such a system has been proposed and begins on the next page. Following the referral system calendar are copies of the "Check Sheet for Evaluating Visually Handicapped Students" and the "Suggested Criteria for Selecting Students to Receive Vocational Skills Training Program Assistance," both of which are mentioned in the "Event" column of the calendar.

SAMPLE TASK SCHEDULE

EVENT	Fall Semester START DATE	Fall Semester COMPLETION DATE	RESPONSIBILITY	Spring Semester START DATE	Spring Semester COMPLETION DATE
Mail copies of "Check Sheet for Evaluating Visually Handicapped Students' and cover letter that requests districts to prepare list of potential students for project enrollment.	3/10/72	3/15/72	Vocational Skills Training Program Coordinator or Head Teacher	9/25/72	10/1/72
Develop list of students to receive Vocational Skills Training Program assistance for the next semester (see attached page of criteria to be considered).	3/15/72	4/1/72	School District (resource and itinerant teachers, counselors, and vocational educators)	10/1/72	10/15/72
Review list of students and their teachers selected for each vocational area and complete "Check Sheet for Evaluating Visually Handicapped Students".	4/1/72	4/15/72	School District and County Schools Office (Special Education Dept)	10/15/72	11/1/72
Revise and establish a priority list of students and their teachers.	4/15/72	4/20/72	County Schools Office (Special Education Dept) or possibly an Admissions, Review, and Discharge Committee[1]	11/1/72	11/5/72
Mail list and check sheet to Vocational Skills Training Program.	4/20/72	4/20/72	County Schools Office	11/5/72	11/5/72
Review list of student and teacher names and select students to receive direct assistance and teachers to receive in-service training in non-visual techniques.	4/20/72	4/25/72	Vocational Skills Training Program Staff and Advisory Committee	11/5/72	11/10/72

[1]The Admissions, Review and Discharge Committee should be composed of a psychologist, education specialist for the Visually Handicapped, special education administrator, vocational education consultant, and a medical doctor or nurse.

EVENT	Fall Semester START DATE	Fall Semester COMPLETION DATE	RESPONSIBILITY	Spring Semester START DATE	Spring Semester COMPLETION DATE
Return list to school for scheduling of students into vocational education programs.	4/25/72	4/25/72	Vocational Skills Training Program Staff	11/10/72	11/10/72
Submit tentative schedules of visually handicapped students integrated into regular vocational classes to Vocational Skills Training Program.	4/25/72	5/5/72	School District	11/10/72	11/20/72
Negotiate schedules where conflicts occur.	5/5/72	5/10/72	Vocational Skills Training Program Staff	11/20/72	11/25/72
Contact schools to finalize tentative schedules: Administration Counseling Staff Teacher(s) of Visually Handicapped Vocational Education Department Chairman	5/10/72	5/15/72	Vocational Skills Training Program Staff	11/20/72	12/1/72
Goals and Objectives prepared for each student and in-service teaching arrangements resolved.	8/15/72	9/1/72	Vocational Skills Training Program Staff	1/5/73	1/20/73
Begin direct instruction with students and in-service training with teachers.	9/1/72	1/20/73	Vocational Skills Training Program Staff	1/20/73	6/15/73
Make recommendations for student's grade and future vocational skill training.	1/20/73	1/25/73	Vocational Skills Training Program Staff	6/15/73	6/20/73
Conduct student and teacher assessment.	1/25/73	2/1/73	Vocational Skills Training Program Staff	6/20/73	6/25/73

VOCATIONAL SKILLS TRAINING PROGRAM
2643 Park Avenue
Soquel, California 95073

CHECK SHEET FOR EVALUATING VISUALLY HANDICAPPED STUDENTS

Student's Name _____ Age _____

School _____ Grade _____

Person(s) Filling out the Check Sheet _____

Please check one: G=Good NI=Needs Improvement U=Unable to Perform Task

Item	G	NI	U	Remarks and/or Recommendations
1. General Body Orientation				
Head Area				
Arm-Hand Area				
Torso Area				
Leg Area				
2. Posture				
3. Sound Identification				
4. Building Orientation				
5. Mannerisms				
6. Self-Help Skills				
Uses Measurement Tools				
Cuts with Knife				
Uses Audio Equipment				

Item	G	NI	U	Remarks and/or Recommendations
7. Attitudes Toward: School				
Vocational Instruction				
Receiving Special Instruction				
8. Learning Strategy Large Print				
Braille				
Ink Print				
9. Safety Awareness				
10. Cooperativeness				
11. Emotional Stability				
12. Punctuality				
13. Imagining Ability				
14. Orderliness				
15. Initiative				
16. Memory for Sequence of Operations				
17. Ability to Use Residual Vision				
18. Application to Work				
19. Dress and Personal Hygiene				
20. Social Conduct				

SUGGESTED CRITERIA FOR SELECTING STUDENTS TO RECEIVE VSTP ASSISTANCE

a. Vocational Interest Inventory test results*

b. Achievement test results*

c. Psychometric test results*

d. Anecdotal records*

e. Academic interest

f. Curiosity

g. Creativity

h. Health and medical records*

i. Ability to plan and carry out independent activities

j. Prior vocational training

k. Interest and attitudes of parent toward vocational instruction

l. Communication skills

m. Teacher's recommendations

n. Vocational teacher's attitude toward blindness

o. Vocational teacher's attitude toward in-service training

p. Vocational teacher's willingness to learn non-visual techniques

q. Vocational facilities at the school

r. Mobility skills

s. Learning strategies used

t. Supplementary equipment and materials needed

*Pertinent to the Admissions, Review and Discharge Committee

SCHEDULE OF ACTIVITIES FOR INITIAL PROGRAM IMPLEMENTATION

a. Call upon the school counselor(s) to obtain schedules of visually impaired candidates.

b. Set up time schedule for class visitation.

c. Call upon all pertinent school personnel (principal, teachers, curriculum vice-principal, etc.).

d. Visit with all students the 1st day of class.

   4a. General information (introduction).

   4b. Services you provide (tools, supplies, and written).

   4c. Services to the teacher.

   4d. Remind teacher and student of next visitation.

e. Maintain schedule of contact as services are required (minimum one visit per 20 school days).

f. Check with teachers' lesson plan in advance to facilitate your Goals & Objectives and to promote common classroom efforts.

g. Maintain lines of communication with all persons and agencies involved with the education and training of the visually handicapped student.

h. Evaluate progress of student and recommend changes when needed.

CHAPTER III

VOCATIONAL EDUCATION FOR THE VISUALLY HANDICAPPED PUPIL

Would you admit a visually handicapped student into your Vocational Education class? Before you answer this question one way or the other, consider the following:

1. Every child has the constitutional right to an education.
2. Lack of sight does not mean lack of intelligence.
3. Blind students have had very little experience in industrial education as a group on a comparative basis.
4. Blind students could pose a safety problem in an active moving class.
5. Most machines do not provide for easy performance without sight.
6. Most blind students are in need of basic hand tool concepts.
7. Blind people are individuals with individual talents.
8. All people are individuals with individual talents.
9. Blind students usually require individual attention initially for new learning performance tasks.
10. 75% of all visually handicapped people have some sort of residual vision.

The above ten items are the more important factors that need to be considered. It's up to you to determine which are pro and which are con and to what degree. If you feel the problems outweigh the advantages, then a blind child probably would not do well in your class.

There are some ways in which you can help yourself and get help to overcome your concerns in those areas for which you feel unsure. This report will hopefully provide you with some insight into those problems. Truly there are problems. If this is not so then one would question the challenges of your teaching curriculum.

HANDLING IT FROM THE BEGINNING

All people are different from one another and in the case of school age children whole classes can be different from other classes of the same subject by the same teacher. Sometimes however, a blind student in a vocational education class will make everyone else in class seem the same. This is an acceptable premise for obvious physiological reasons but it erroneously influences non-related items such as intelligence, ability to do physical work, even movement in a classroom. The task of the teacher is to treat the blind student as any other student in the class so that everyone feels he belongs. If done effectively and immediately, the other sighted students will treat the blind student as an equal peer. The point really is that all the students should learn to adapt to the class. True, the teacher may have to adapt to the situation of braille writing and braille measuring devices but essentially the blind student must learn to adapt to you, the teacher, and the class work.

WHAT SUBJECTS ARE APPROPRIATE

Let's start by saying that all vocational education subjects are appropriate. It is easier to make exceptions as the circumstances prevail rather than list all the subjects and qualifying them. Many visually handicapped students, as previously mentioned, have some sort of useful residual vision. Some students have a type of vision that allows them to read regular size print, however in a very narrow field. This would be much the same as looking through a tunnel, thus a student may read the text but perhaps one or two letters of a word at a time. So some students could possibly function in a Mechanical Drawing class or a

Gas Welding class. It is important that you establish just what he can see and what he can't. He should be encouraged to use his sight as much as possible, but not to the extent that the visual process creates a safety hazard. As an example, if the visually handicapped student needs to get his head down very close to the work to see important details, then as far as a wood lathe is concerned he'll have to rely on gauges and/or frequent stopping of the machine to check tactually with his hands. Most of this responsibility is upon the student. He should be able to utilize his common sense about tool and power machine practices as required of all other students. He should not be discouraged from tasks, but rather promoted to adapt a method or technique or device to accomplish the task safely, efficiently, and simply.

In a recent survey of Industrial Education teachers in public secondary schools in California the following subjects were agreed by 51% or more of the teachers to be acceptable subject matter areas of study for the blind. This was based upon 110 teachers who were asked hypothetically: "If a totally blind high school student wanted to take your Industrial Education class would you accept him outright, refuse him outright, or take him on a trial basis." Here are those subjects acceptable outright and on trail basis:

Woodworking	Auto Mechanics
Plastics	Leather
Metal Working	Textiles
Electronics	General Shop

SPECIAL CONSIDERATIONS

There are special considerations, but again they should be minimized.

For example, it is important that the blind student is thoroughly familiar with his environment. Knowing the location of his work station and the arrangement of appliances and machines along walls and in the middle of the laboratory can be learned by establishing pathways or aisleways in his mind for traveling from place to place. In Industrial Education, for example, it is wise to have the visually imparied student in charge of the hand tool panel or tool crib so as he can acquaint himself thoroughly with the names of tools and where they are located. It will be slow at first, but a little patience will reap tremendous rewards and you will be surprised how well one can do this chore. Of course his written material should be in braille or audio tape or large print when needed. There are braille coded measuring devices available through the American Foundation for the Blind and the American Printing House for the Blind. These tools should be secured from the Special Education people in your district or you can order them directly from their catalogs. These items usually come with braille and ink print instructions which are really very simple and do not require any special knowledge to operate. In the meantime a piece of wood notched in accordance to a regular ruler is quite acceptable along with your imagination for other needed devices. Just keep them simple and easy to use if even for a temporary purpose. Templates can be made but are not necessary for curved surfaces to be cut or shaped.

TEN BASICS

1. Vocational Education is for everyone.
2. Visually handicapped children need Vocational Education as much as any child, sighted or otherwise.
3. Objectives, outcomes and goals remain essentially identical to those students who are sighted.
4. Standards are not to be lowered in sympathy with the handicap.

5. Excessive gadgetry or adaptions inhibits the real processes and techniques important to the learner.

6. It is more sound to adapt "procedure" rather than equipment.

7. Self discovery by the pupil of his own abilities and aptitudes should be foremost in the goals of Vocational Arts for the visually handicapped.

8. Blind children can and do operate power machinery safely!

9. Appreciation of good design is learned, not inherent.

10. Teaching routine tool processes only will not itself guarantee understanding. Broad investigation, giving visually handicapped children the necessary stimuli, offers sound experiences that lead to quality, proper development, good judgment and understanding.

VOCATIONAL PREPARATION FOR THE VISUALLY HANDICAPPED

Questions most asked by Vocational Education teachers concerning the visually handicapped enrolled (or about to be enrolled) in Vocational Education Classes, and answers.

1. Are the blind students supposed to operate power tools and machinery as everyone else in the class?

   Answer:
   If your curriculum calls for the use of power tools and machines, the answer is simple, yes. Of course no student sighted, blind, deaf or otherwise would operate any tool or machine without proper prerequisite study and teacher demonstration.

2. But can the blind operate machines safely?

   Answer:
   Statistics from every Insurance source, Industry, Business, Governmental surveys show conclusively that the Visually Handicapped are, as a group, safer workers than the sighted. Certain methodologies of operation of machines are different for the blind but few adaptive devices are necessary. Yes, they do very well thank you!

3. How am I legally liable, if a blind student is hurt in my class?

   Answer:
   The Law does not distinguish between sighted or blind students with respect to teacher negligence when injury in school classes occur. That is to say, you are not negligible by the mere fact that

a blind student, deaf student or normally sighted student got hurt. Given safety rules and procedures the blind student is responsible to those rules and you, the teacher, to enforce them.

4. Do you know of any blind student who injured himself in an Industrial Education class?

   Answer:
   Yes. And the hurt is no more or no less than for any other student. The blind are not, as a group, super sensitive to pain or dirt or other tactural sensations. Some blind people are very sensitive tactually, but then again so are some sighted people.

5. Should I expect him to do everything everyone else does?

   Answer:
   The Visually Handicapped student should follow the same course outline as everyone else. Sometimes in a General Shop situation certain units are inappropriate, such as mechanical drawing or welding. These rely pretty much on visual as well as manipulative skills and the "hands on" experience will greatly be curtailed. Let me hasten to say however, he can still handle, investigate, and study about these areas to the extent that written tests need not be altered for him.

6. What special help does he need?

   Answer:
   Special help is needed, yes. Generally however, it really means some individual attention initially and when new units or machines are to be learned. Once the blind student understands the task in "his language" no additional support is necessary except the normal supervision and attention given to other individuals.

7. What about him walking around the shop when other students are working on machines?

   Answer:
   A blind student's mobility is of course most important and securing the services of a mobility instructor is highly recommended. However, a blind student can learn the aisleways and the arrangement of the shop. Initially his travel in an unknown environment will be very basic and simple. With the ability to recognize the sound of certain machines, he can tell where in the class he is and how to avoid going too close to interfere with anyone who may be operating a machine. "Landmarks", sighted assistance or limited territories and other arrangements are used all the time.

8. What about the quality of his work?

   Answer:
   The blind student should learn to compete with the sighted in all ways. He should take the same tests (preferrably on the same day -

same time), be responsible for tardiness, and show craftsmanship in his performance tasks. Your honesty with him is essential to his own self concept. A person will improve faster when he knows what it is he needs. If a blind person's work is good, it must be good because it is; not because he is blind. If his work needs to be improved, tell him--where, what, and how.

9. What about tests, and measuring and other visual tasks?

Answer:

Tests can be given orally or a braille transcriber can put any written material in braille writing. In the case of identifying tools or machine parts, have the student tactually inspect it or hand it to him to examine whereby he can write it down in braille or orally give the answer. There are braille measuring devices from rulers to micrometers to electronic measuring devices. Some of which are necessary, some are not. Check with the Special Education teachers in your district about securing these.

10. What can I do to make sure the blind student is getting all that is necessary?

Answer:

If you feel comfortable in the teaching role you are in, chances are you will very quickly feel comfortable with a blind child integrated in your class. Teaching and learning processes are fundamentally universal. Only minor adaptations in some methods and materials are really required. Here are some useful hints in addition:

a. Help the blind student feel that he is a part of the class but give him no special privileges.

b. Don't panic. You will embarass yourself with how easy it is in very little time.

c. Try to be precise in your language, i.e. pointing to a switch and saying to the class "this turns on the machine" does very little for the blind student. Say something about its location relative to the machine, its basic shape, turn it on momentarily for auditory clues, etc. You will be surprised how much better a teacher you are for everyone by accurately describing your demonstrations.

d. Some tasks will be difficult to master--don't make it a secret. Explain the problem and talk about the best way to handle it. Sometimes other sighted students can help.

WORK EXPERIENCE

An interesting paragraph from Succeeding in the World of Work reads as follows: "Many young people never see their fathers engaged in the work activity which earns the family livelihood. While there are several thousand kinds of work which are available to young people, there is less opportunity to closely observe work activity today than there was 50 years ago."[1]

The implication here is that visual sightings and observations play an important part of a students choice of which occupation to pursue. To assist the visually handicapped student to enter the labor force for the first time, a means to acquaint students with careers and occupations needs to be implemented. One plausible means is through work experience education.

Work experience is the extension of vocational learning opportunities for students through part-time employment. These programs of work experience education in the secondary public schools assist students in making career choices, in preparing for careers, in developing an understanding of the meaning of work, and in making the transition to the world of work.[2]

Productive employment under realistic competitive conditions in a real-life, adult-dominated environment provides students with insights that enrich their educational experience. In addition, school is more attractive to many students because of this combination of work and study.

Of particular note to this topic, are two recent publications prepared by the Oak Hill School, The Connecticut Institute for the Blind, 120 Holcomb Street, Hartford, Connecticut 06112. These excellent documents are titled

[1]Grady Kimbrell and Ben S. Vineyard, Succeeding in the World of Work, McKnight & McKnight Publishing Company, Bloomington, Illinois, 1970, p.1.

[2]Handbook on Work Experience Education. California State Department of Education, Sacramento, California, 1965, p.2.

Manual for a Work-Experience Program and Business Work-Experience Curriculum Guide.

On the following pages, is a task analysis for the position of work experience coordinator for the visually handicapped. These worksheets were completed by Mrs. Marjorie Rosenthal and Miss Helen Goodman of the Sequoia Union High School District, Redwood City, California, following the completion of a summer work experience project for the visually handicapped. The forms, completed by the trained and experienced resource teachers for the visually handicapped, list the operations and tasks they found necessary for successful completion of their project. The forms themselves are discussed in more detail in Chapter X.

Analysis of Job Operations Worksheet

JOB TITLE: Coordinator-Occupational Guidance for the Visually Handicapped

Job	Operation	Importance
1.	Compiling list of visually handicapped persons employed in the Bay area	2
2.	Phoning or writing people on above list to make contact	1
3.	Preparing presentations for students given by persons from above list	1
4.	Preparing a permanent Resource File of visually handicapped persons willing and able to communicate with visually handicapped high school students	2
5.	Meet with resource teachers in area to discuss project	1
6.	Discuss occupational guidance for visually handicapped with vocational counselors in the school district	1
7.	Discover what materials are available which are applicable to visually handicapped students who might visit a career center in their school	1
8.	Gather useful materials specially prepared for blind on occupational guidance	1
9.	Prepare booklet (handbook) for counselors and resource teachers to use in guiding blind students toward vocations	1
10.	Find out vocational interests of each student	1
11.	Organize field trips to industries which might be of interest	1
12.	Speak before community organizations about finding work experience for visually handicapped students	1
13.	Hunt down jobs (volunteer or paid) for visually handicapped students	1
14.	Meet with students to discuss: interviewing; resumés; etc.	1
15.	Introduce student and program to possible employers	1
16.	Set up transportation - or teach student route to job	2
17.	Keep careful files of industries and individuals contacted and their reactions to hiring visually handicapped students	2

Task Enumeration Worksheet

JOB TITLE: Coordinator - Occupational Guidance for the Visually Handicapped

JOB OPERATION: Getting names of visually handicapped persons employed in Bay area.

IMPORTANCE OF OPERATION: 2

TASK:

1. Call San Francisco State College to talk with Special Education department about blind persons working in Bay area.
2. Contact Dr. Glass at Veterans Administration Hospita for list of visually handicapped employed.
3. Ask everyone you know if they know anyone employed in Bay area.
4. Contact the local Department of Vocational Rehabilitation.
5. Make a list of these persons and their addresses and phone numbers.
6. Contact California Council for the Blind for names of visually handicapped persons.

JOB OPERATION: Phoning or writing these persons to make contact.

IMPORTANCE OF OPERATION: 1

TASK:

1. Braille personal letters to each person.
2. Call persons to find out if they would talk with students.

JOB OPERATION: Set up presentation by blind individual for students.

IMPORTANCE OF OPERATION: 1

TASK:

1. Choose a blind person who is "gainfully" employed and who can discuss his job with blind students.
2. Discuss your needs and desires for the presentation with the individual.
3. Set up transportation for all involved.
4. Set up a place to meet.
5. Think of some meaningful questions to get discussion going.
6. Keep a close record of the events.
7. Write a "thank you" letter to those individuals who participated.

JOB OPERATION: Preparing a Resource File of visually handicapped persons in community.

IMPORTANCE OF OPERATION: 2

TASK:

1. Choose those people who indicated their willingness to talk with students about their jobs.
2. Keep file cards on each person listing a short summary of his job and responsibilities.
3. Write or call these people occasionally to keep them informed on how the project is going.

JOB OPERATION: Discuss occupational guidance with resource teachers of visually handicapped.

IMPORTANCE OF OPERATION: 1

TASK:

1. Meet with a group of resource teachers of the visually handicapped.
2. Prepare a short presentation of the project.
3. Ask for their help in locating blind persons to speak to students.
4. Ask for their suggestions or needs for occupational guidance for their students.

JOB OPERATION: Discuss needs of the visually handicapped with vocational counselors.

IMPORTANCE OF OPERATION: 1

TASK:

1. Visit each school in district to discuss vocational needs of visually handicapped students with counselors.
2. Stress need for visually handicapped students to take business and shop classes, get reactions.
3. Ask counselors what kind of handbook they feel would help them in guiding visually handicapped students.

JOB OPERATION: Discover materials available for visually handicapped students in career centers.

IMPORTANCE OF OPERATION: 1

TASK:

1. Visit "career centers" in each school to determine if any of their

materials pertain to the handicapped.
2. Discover which materials if any can be adapted to suit our students.

JOB OPERATION: Gather useful materials prepared for visually handicapped regarding vocational guidance.

IMPORTANCE OF OPERATION: 1

TASK:

1. Order all pertinent materials from A.F.B., A.P.H. and recording for the blind.
2. Follow up and order any other materials mentioned in bibliographies of above materials.
3. Read all materials and catalogue them for resource material - library -
4. Refer students to certain of these materials.
5. Contact library in Special Education at San Francisco State for other materials.

JOB OPERATION: Prepare handbook for counselors and resource teachers.

IMPORTANCE OF OPERATION: 1

TASK:

1. Gather all necessary background information from materials gathered.
2. Research to find all jobs able to be handled by visually handicapped people.
3. Write introduction for counselors who might not have had contact with visually handicapped students.
4. Prepare cover for handbook.
5. Get reactions from various counselors and teachers of the blind.

JOB OPERATION: Find out occupational interests of students.

IMPORTANCE OF OPERATION: 1

TASK:

1. Give each student some form of a career inventory test.
2. Talk with students about their need for realistic goals.
3. Encourage students to visit different industries.
4. Encourage students to read about jobs.
5. Enroll students in vocational courses.

JOB OPERATION: Organize field trips

IMPORTANCE OF OPERATION: 1

TASK:

1. Ask students what industries are of interest to them.
2. Find out about other places that might also be of interest or be worthwhile to visit.
3. Make necessary calls and arrangements (transportation, etc.).
4. Accompany students and try to lead discussions and prompt students to ask questions.
5. Follow-up on those trips which were of interest - write short report.
6. Write or phone "thank yous".

JOB OPERATION: Speak before community organizations.

IMPORTANCE OF OPERATION: 1

TASK:

1. Prepare presentations for community groups (Lions, Rotary, Downtowners, etc.) about our project.
2. Get a short slide show together of our students working and of other blind persons "on the job".
3. Run off short summary sheet to hand out to people so they remember who you are and why you came.
4. Call representatives of various groups in order to get on their agendas.
5. At presentation: Discuss how project was set up and why.
   Discuss needs of the students.
   Show slides.
   Ask for ideas for work experience.
6. Follow-up on any of these suggestions.
7. Thank you note or call to the organizations.

JOB OPERATION: Hunt down jobs for students.

IMPORTANCE OF OPERATION: 1

TASK:

1. Contact Volunteer Bureau for County and make appointment to visit and find jobs.
2. Follow-up on any specific interests of students - i.e. call day care centers in area if students want that kind of job. (Also camps, recreation programs.)
3. Visit major department stores and businesses to ask for jobs.
4. Talk with Work Experience Counselor for the school district.
5. Tour various industries to show personnel people where a blind person

could be employed.
6. Contact State Vocational Rehabilitation for any leaks.

JOB OPERATION: Meet with students to discuss "How to Find a Job".

IMPORTANCE OF OPERATION: 1

TASK:

1. Discuss with students:
   a. How to prepare a resumé.
   b. Responsibilities involved with having a job - neatness, promptness, etc.
   c. Developing their skills - typing, etc.
   d. How to handle the interview situation.
   e. How to make possible employer more at ease about one's blindness.

JOB OPERATION: Introduce student and program to possible employer.

IMPORTANCE OF OPERATION: 1

TASK:

1. Provide transportation for student to interview.
2. Meet with employer and student if employer requests this.
3. Discuss how I might aid student's orientation into his new position.

JOB OPERATION: Set up transportation for student.

IMPORTANCE OF OPERATION: 2

TASK:

1. Meet with mobility instructor to work out best method for student to get to his job.

JOB OPERATION: Keep careful files of all those contacted.

IMPORTANCE OF OPERATION: 2

TASK:

1. Make separate files for:
   a. Each industry visited.
   b. Each organization visited.
   c. Each individual met with to discuss jobs.
2. Make monthly reports of progress.

3. A complete follow-up on all activities should be noted in case next year's students would benefit from other's experiences.

CHAPTER IV

COUNSELING AND TESTING

COUNSELING

In efforts to make this document of significant value, we have consulted those in the field who have had experience and direct contact with the visually handicapped. A school counselor must bring with him to the job of counseling a blind student certain personal qualities to assist him in his work, and hopefully benefit the visually impaired student. The purpose here, however, is not to discuss the basic qualities needed to counsel the blind, but to list the operations and the tasks of these operations that a school counselor can use in working with a visually handicapped student.

On the following pages, is a task analysis prepared by Mr. Gerald Sessions of San Lorenzo Valley High School, Ben Lomond, California. In retrospect, Mr. Sessions completed the analysis forms following the graduation of his visually handicapped counselee whom he had worked with for four years.

The forms are discussed in more detail in Chapter X.

Analysis of Job Operations Worksheet

JOB TITLE: Counselor - Visually Handicapped (Blind)

Job Operation	Importance
1. Schedule-making	1
2. Attitude counseling (personal)	1
3. In-service training of staff	2
4. Case conferencing with staff - evaluations	2
5. Parent contact	2
6. Co-ordination with outside agencies	1
7. Assimilating information	2
8. Report-writing	2
9. Information gathering - student interview	3
10. Processing teacher complaints	1
11. Arranging for student tutoring	2
12. Crisis counseling	1
13. Vocational counseling	2
14. Record-keeping	2
15. Goal and objective developing	1

Task Enumeration Worksheet

JOB TITLE: Counselor-Blind

JOB OPERATION: Schedule-making

IMPORTANCE OF OPERATION: 1

TASK:

1. Interview student to determine interests
2. Consult with ancillary agencies (VSTP) to determine vocational directions, desired goals, and capabilities of student.
3. Review with VSTP potential subject areas, supporting services available for each class.
4. Contact potential teachers to determine receptivity.
5. Evaluate potential for success based on teacher receptiveness, facilities, purposefulness of coursework.
6. Second meeting with student to discuss classes.
7. Hand-schedule student into classes.

JOB OPERATION: Attitude Counseling (personal)

IMPORTANCE OF OPERATION: 1

TASK:

1. Gather data from service personnel and peers.
2. Meet with student to probe value areas.
3. Ascertain through discussion student's ability to make decisions.
4. Develop with student alternatives to reach a goal.
5. Assist student in selecting one alternative.
6. Develop with student framework for evaluating decision.
7. Conduct follow-up meetings to continue process.

JOB OPERATION: In-service training of staff

IMPORTANCE OF OPERATION: 2

TASK:

1. Become familiar with resources of E.M.C., itinerant staff, federal and state agencies.
2. Select film-strips, A.V. materials for staff use.
3. Arrange for meetings and showing dates.
4. Help staff apply knowledge to specific student.

JOB OPERATION: Case-conferencing

IMPORTANCE OF OPERATION: 2

TASK:

1. Collect data from staff - observations, evaluations, etc.
2. Arrange for staff conference time.
3. Invite ancillary services representatives.
4. Conduct discussion of student performance with staff.
5. Establish with staff reasonable levels of performance.
6. Exchange techniques which have been successful.
7. Examine and evaluate objectives in each class.
8. Relate objectives to subject students' level of competency.
9. Arrange for follow-up conferences.
10. Note staff requests for assistance, materials, etc.
11. Follow-up meeting with student to discuss staff evaluations - see personal counseling.

JOB OPERATION: Parent contact

IMPORTANCE OF OPERATION: 2

TASK:

1. Make initial contact by phone to introduce self, define role, explain program.
2. Make follow-up contacts to explain changes in schedule, consult regarding personal problems of student, arrange for parent-staff conferences as may be needed.
3. Invite parents to visit program.

JOB OPERATION: Co-ordination with outside agencies

IMPORTANCE OF OPERATION: 1

TASK:

1. Contact VSTP, itinerant staff, to determine facilities available.
2. Arrange for goal-setting meeting at beginning of school year with special staff.
3. Work with special staff to establish time schedule for year.
4. Meet periodically with special staff to evaluate progress of student.

JOB OPERATION: Information gathering - student interview

IMPORTANCE OF OPERATION: 3

TASK:

1. Inspect students' cumulative folder for current data.
2. Interview student to update routine information about family, location, health status, etc.
3. Enter new data in record.

JOB OPERATION: Processing teacher complaints

IMPORTANCE OF OPERATION: 1

TASK:

1. Provide time for discussing student with staff informally.
2. Note attitudes expressed.
3. Follow-up with resource aids, conference with student, or other possible solutions.

JOB OPERATION: Report-writing

IMPORTANCE OF OPERATION: 2

TASK:

1. Determine deadlines of agencies needing reports.
2. Gather information necessary for reports.
3. Write and submit reports after compiling teacher evaluations, personal observations, student progression toward major objectives.

JOB OPERATION: Arranging for student tutoring

IMPORTANCE OF OPERATION: 2

TASK:

1. Meet with teachers to determine student areas of weakness.
2. Assess course objectives as related to student.
3. Determine social as well as educational factors important to the learning process.
4. Select through response to published announcements of recommendations of teachers a potential tutor.

5. Interview tutor to outline objectives - attitutinal and educational.
6. Meet with tutor and student to introduce them, outline procedure, set limits.
7. Meet with tutor as needed to evaluate progress.

JOB OPERATION: Assimilating information

IMPORTANCE OF OPERATION: 2

TASK:

1. Contact sources of research and printed information about blind - get on mailing list.
2. Provide time for reading and assimilating materials received.

JOB OPERATION: Crisis Counseling

IMPORTANCE OF OPERATION: 1

TASK:

1. Explain with student how to make an appointment.
2. Outline special concerns to be handled immediately.
3. Be prepared to receive student momentarily -
   - select a group of two others to act as sounding board in rap session.
   - determine first if problem is social and would be aided toward solution through group interaction.
4. Examine problem in light of maturation.
5. Engage in decision-making process with student.

JOB OPERATION: Vocational Counseling

IMPORTANCE OF OPERATION: 2

TASK:

1. Ascertain with assistance of VSTP the opportunities for student.
2. Discuss with student his vocational goals.
3. Represent to student the value of general education in the socializing process.
4. Meet with mobility instructor and VSTP to plan vocational goals of a realistic nature.
5. Involve Vocational Rehabilitation where possible.
6. Encourage student in his pre-vocational endeavors.
7. Legislate with placement agencies for job placement for work experience.

JOB OPERATION: Goal and Objective developing

IMPORTANCE OF OPERATION: 1

TASK:

1. Meet with ancillary services groups to develop philosophy of education suitable to student.
2. Develop with them short-term objectives based on vocational, educational, social, physical capabilities.
   - establish techniques of objective evaluation.
   - establish calendar.
   - establish responsibility for each task.
3. Conduct follow-up meetings to judge progress.
4. Meet with staff to interpret objectives, define their roles.
5. Meet with administration to relay goals and objectives and make budgetary requests if any.
6. Apprise student of goals and objectives meaningfully.

JOB OPERATION: Record-keeping

IMPORTANCE OF OPERATION: 2

TASK:

1. Make adequate notes of all meetings held about student.
2. Relay copies to attendees.
3. Maintain working file on student.
4. Enter interview notes, observations, teacher evaluations.
5. Summarize progress when required.

Guidance Survey

On the following four pages is a tested instrument that allows a school or district to acquire a needs assessment in the area of career and educational guidance. Proper administration and utilization of the survey results will aid counselors in determining specific areas in which students require help in addition to providing information exceedingly relevant to curriculum problem or issues.

The Guidance Survey is a service of the Regional Educational Center for Automated Processing (RECAP), Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110. Arrangements have been made to have the survey put into braille. Questions concerning the Guidance Survey should be directed to the above mentioned address.

GUIDANCE SURVEY

Please answer the following questions carefully. DO NOT mark on the SURVEY. Use the answer sheet and SELECT *only one answer for each question.*

1. I would prefer to receive career information
   a. In regular classes presented by teachers (English, science, math, and business).
   b. In a career exploration-information class.
   c. In small groups presented by a counselor.
   d. In a career information center on my own with help from the career center staff.

2. I like to work with:
   a. Things (machines, objects, and tools).
   b. Data (facts, ideas, numbers, and words).
   c. People (adults and children).
   d. Animals

3. The class or subject that I am most interested in is:
   a. Art
   b. Business
   c. Drama
   d. English - speech
   e. Foreign Language
   f. Home economics
   g. Industrial arts (auto, metal, wood, etc.)
   h. Mathematics
   i. Music
   j. Physical education
   k. Science
   l. Social studies
   m. Don't know

4. I am interested in going into the work experience program:
   a. Yes
   b. No

5. I am
   a. Male
   b. Female

6. I have physical handicaps that limit me in some way:
   a. Yes
   b. No

7. I think the most interesting way of learning about careers is through
   a. Films
   b. Slides
   c. Speakers
   d. Tours of industry
   e. Discussion groups
   f. Watching the worker on the job
   g. Work experience
   h. Books, magazines, or pamphlets
   i. Career games
   j. Don't know

8. My grades during the past 2 years have been:
   a. Mostly A's
   b. Mostly A's and B's
   c. Mostly B's
   d. Mostly B's and C's
   e. Mostly C's
   f. Mostly C's and D's
   g. Mostly D's
   h. Mostly D's and F's

9. My strongest *ability* seems to be in the following field:
   a. Sales - selling goods and ideas
   b. Social Service - working with people
   c. Verbal - working with words
   d. Computational - working with numbers and ideas
   e. Clerical - working with office skills
   f. Mechanical - working with machines and tools
   g. Scientific - working with scientific knowledge and skills
   h. The Arts - music, drama, art, and dance

10. How sure I am that my answer to Question #9 really seems to be my strongest *ability*?
   a. Very sure
   b. Somewhat sure
   c. Uncertain
   d. Just don't know

11. My strongest *interest* seems to be in the following field:
   a. Sales - selling goods and ideas
   b. Social Service - working with people
   c. Verbal - working with words
   d. Computational - working with numbers and ideas
   e. Clerical - working with office skills
   f. Mechanical - working with machines and tools
   g. Scientific - working with scientific knowledge and skills
   h. The Arts - music, drama, art and dance

12. How sure am I that my answer to Question #11 really seems to be my strongest *interest*?
   a. Very sure
   b. Somewhat sure
   c. Uncertain
   d. Just don't know

13. At this time I am planning on entering a job.
   a. Directly out of high school; a job requiring little education or training (janitor, file clerk); a job at the semi-skilled level.
   b. Directly after apprenticeship, technical or business college training (plumber, dental assistant); a job at the skilled level.
   c. Directly upon completion of some college or two-year degree (draftsman, X-ray technician); a job at the semi-professional level.
   d. Directly upon completion of a college degree or higher education (teacher, doctor); a job at the professional level.
   e. Don't know.

14. In the area of educational and career planning:
   a. I need considerable help in figuring out what I am going to do.
   b. I have some things planned but could use additional help.
   c. My plans are pretty clear and I do not need additonal help at this time.

15. At this time my first choice of a career for which I have the necessary ability and interest plus a good chance for success after completing my education is in the field of:
    a. Sales field - selling ideas and goods
    b. Social Service field - working with people
    c. Verbal field - working with words
    d. Clerical field - working with office skills
    e. Computational field - working with numbers and data
    f. Mechanical field - working with machines and tools
    g. Scientific field - working with scientific knowledge
    h. The Arts field - art, music, drama, and dance
    i. I have not made a decision at this time.

16. If I had a choice of what I could do as an adult, I would choose a life style where I could be. (Select the one of the ten following statements that most nearly expresses what you desire to be.)
    a. A leader, famous, helping others
    b. A leader, famous, earning a lot of money
    c. Using my own talents and skills, working for myself, admired for my work
    d. Using my own talents and skills, working for someone else, earning a lot of money
    e. Working for someone else, helping other people, secure in my job
    f. Working for someone else, building or making things, changing jobs often
    g. Helping other people, working for myself, working in an office
    h. Building or making things, working for myself, working mostly out-of-doors
    i. Working with others, doing research work, working for someone else
    j. Working alone, doing research work, famous

17. I would enjoy meeting with a group of students with the same career goals.
    a. Yes
    b. No

18. Where would you go for help when you want career information:
    a. Counselor
    b. Teacher
    c. Father
    d. Mother
    e. Friends
    f. Person in the job
    g. Another person (Neighbor, relative)
    h. Career resource center or library
    i. No one
    j. Don't know

19. At this time my plans for the future are:
    a. No definite plans right now
    b. Quit school before graduation
    c. Graduate from high school and go right to work or become a housewife with no further education
    d. Graduate from high school and work for a company which will train me
    e. Graduate from high school and enter military service
    f. Attend a private technical, trade, business or beautician school
    g. To take some community college or adult education courses
    h. To complete a community college technical program (AA degree or certificate)
    i. Go to a community college and then transfer to a 4 year college
    j. Go right to a 4 year college or university

20. Turn to Figure 1 (see page 4). Select your *first choice* of a job or career plan from the following list. (Group I - are entry jobs for those who plan to go directly to work after high school. Group II - are community college majors or technical training programs. Group III - are college majors.) Place the number of your choice in the space provided on the answer sheet.

21. Select your *second choice* of a job or career plan from the following list. Place the number of your choice in the space provided on the answer sheet.

GROUP I ARE ENTRY JOBS FOR THOSE WHO PLAN TO GO DIRECTLY TO WORK AFTER GRADUATION FROM HIGH SCHOOL
AGRICULTURE/SCIENTIFIC
BUSINESS/CLERICAL COMPUTATIONAL SALES
HEALTH SERVICES
SOCIAL SERVICE
TRADE & TECHNICAL/MECHANICAL
GROUP II ARE JUNIOR COLLEGE MAJORS OR TECHNICAL TRAINING PROGRAMS FOR THOSE GOING TO WORK DIRECTLY UPON GRADUATION
AGRICULTURE/SCIENTIFIC
APPLIED & GRAPHIC ARTS
BUSINESS/CLERICAL COMPUTATIONAL & SALES
ENGINEERING TECHNOLOGY APPRENTICESHIP PROGRAMS
MECHANICAL
HEALTH SERVICES
SOCIAL SERVICE
GROUP III ARE COLLEGE MAJORS FOR THOSE WHO PLAN TO GO TO WORK UPON COMPLETION OF A COLLEGE DEGREE
AGRICULTURE FORESTRY
APPLIED ARTS
BUSINESS
ENGINEERING/TECHNOLOGY
HEALTH SERVICES
PUBLIC SERVICE
SCIENCE/MATHEMATICS
SOCIAL SCIENCE
HUMANITIES
FOREIGN LANGUAGE

FIGURE 1

TESTING

The primary purposes of testing in the public schools are to 1.) improve instruction and 2.) improve individual guidance of pupils. This helping pupils to appraise themselves and to set appropriate educational and vocational goals can be an important aspect in the administration of standardized tests to visually handicapped pupils.

The scores from standardized and teacher-made tests are only approximations and should not be considered exact measurements. Because tests yield only a small and limited sampling of a student's ability or achievement, the test scores constitute only a part of the data needed for adequate evaluation and effective guidance of pupils. For this reason, test scores should be supplemented with many other kinds of information.[1]

1. Interest Inventories

General Use. Interest inventories indicate pupils expressed interests in certain broad areas of vocational and academic learning. These tests are not expected to determine specific vocational or educational choices, but only to indicate general areas of interest.

Interest inventories are peculiarly well adapted to vocational counseling. The student is not intimidated by the questionnaire and the test scores can be discussed freely with the student because they rarely threaten his esteem. Counselors are using the interest inventories to promote the student's understanding of himself as these tests give an indication of general attitudes of himself, his blindness, and society in general.

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[1] Laurence L. Belanger, Section Editor, "Pupil Personnel Services", California Education, Vol. II, No. 2 (October, 1964), pp. 8-10.

In regards to test interpretation, Routh indicates that:

> There is no need for separate norms on interest tests for those blind people who lost their sight in late adolescence or thereafter. . . For those who were born blind, or who became blind during early childhood, there appears a need to embody items on an interest inventory consistent with and growing out of the experience of the blind to their environment.[1]

Examples. 1.) Kuder Preference Record (All necessary materials). Perkins School for the Blind, 175 North Beacon Street, Watertown, Massachusetts 02172.

> Kuder Preference Record-Occupational. Grades 9-16 and adults; copyrighted 1956-1953; developed by G. Frederic Kuder; 51 part scores in such diversified fields as accountant, job printer, florist, ect.; $11 per 20 tests, $2 per counseling specimen set, postage extra; administration takes 25-35 minutes; Published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

> Kuder Preference Record-Vocational. Grades 9-16 and adults; copyrighted 1934-62; developed by G. Frederic Kuder; 2 forms and 2 editions of each, respondents choose one item of a triad as liked most and one as liked least e.g., "Be a chemist, Be a bookkepper, Be a salesman"; $11 per 20 tests, 75¢ per specimen set of any one edition, postage extra; administration takes 40-50 minutes; Published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

2.) Gordon Occupational Check List (Braille). Vocational Skills Training Program for the Blind, 2643 Park Avenue, Soquel, California 95073 or County Office of Ed., 701 Ocean St., Santa Cruz, CA 95060.

> Gordon Occupational Checklist. High School students not planning to enter college; copyrighted 1961-1963; developed by Leonard V. Gordon; 240 statements which are classified into five broad occupational groupings (Business, Outdoor, Arts, Technology, and Service). Activities which would be of interest as a full-time job are underlined and/or circled, e.g. #47 "type letters from dictation or dictaphone; #191 repair, clean and adjust office machines"; $4 per 35 tests, 40¢ per specimen set, postage extra; administration takes 20-25 minutes; published by Harcourt, Brace Jovanovich, Inc., Test Department, 757 Third Avenue, New York, New York 10017.

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[1] Thomas A. Routh, Rehabilitation Counseling for the Blind. Charles C. Thomas, Publisher, Springfield, Illinois, p. 33.

2. Scholastic Aptitude

General Use. This large group of tests, often referred to as measures of general mental abi ity or 'intelligence tests", seek to measure those mental abilities which are valuable in almost any type of learning or thinking. Scholastic aptitude tests generally measure a combination of verbal concepts, numerical reasoning, logical reasoning, memory, spatial relationships, and language.

That these tests can be of use to the vocational educator is noted by Cronbach. He states that, "The group mental test is clearly important to vocational guidance since it predicts success on a great many jobs".[1]

Examples. 1.) Lorge-Thorndike Intelligence tests. Five levels and two tests (nonverbal and verbal) per level; copyrighted 1954-1962; developed by Irving Lorge and Robert Thorndike; $2.25 per complete specimen set; postage estra; administration times vary from 35 to 50 minutes; published by Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts 02107.

Lorge-Thorndike Intelligence Tests, Level 3, Form A., Verbal Battery (Braille). Braille Transcribers Guild, Inc., 1807 Upas Street, San Diego, California 92103.

Lorge-Thorndike Intelligence Tests, Verbal Battery, Level G, Form I (Braille). Torrance Unified School District, 2335 Plaza del Amo, Torrance, California 90509.

Lorge-Thorndike Intelligence Tests, Level G, Grade 10, Verbal Battery (Large Print). LRS The Microfilm Co. of California, 1977 South Los Angeles Street, Los Angeles, California 90011.

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[1]Lee J. Cronbach, Essentials of Psychological Testing, New York: Harper & Brothers, Publishers, 1949, p.225.

2.) Wechsler Intelligence Scales.

Wechsler Adult Intelligence Scale (WAIS). Ages 16 and over; copyrighted 1939-1955; developed by David Wechsler; 14 scores in such areas as verbal (information, comprehension, arithmetic, digit span, vocabulary) and performance (Picture completion, block design, object assembly); $24 per set of testing materials, 25 record booklets and manual; administration takes 40-60 minutes; Published by Psychological Corporation, 304 East 45 Street, New York, New York 10017.

Wechsler Intelligence Scale for Children (WISC). Ages 5-15; copyrighted 1959; developed by David Wechsler; 15 scores similar to WAIS; $25 per set of testing materials; $1.35 per 25 WISC Maze Tests; administration takes 40-60 minutes; Published by Psychological Corporation, 304 East 45 Street, New York, New York 10017.

3.) California Short Form Test of Mental Maturity (Large print). Available from Dakota Microfilm Service, Inc., 501 North Dale Street, St. Paul, Minnesota.

4.) Cooperative School and College Ability Tests, Level 2, Form 2A (Braille). Available from Braille Transcribers Guild, Inc., 1807 Upas Street, San Diego 92103.

5.) Cooperative School and College Ability Tests, Level 4, Form 4A (Braille). Available from Braille Services Guild, Inc., 2140 Westwood Blvd., Los Angeles.

6.) Henmon-Nelson Tests of Mental Ability, grades 3-6, grades 9-12, Form A (Braille). Available from Braille Transcribers Guild, Inc., 1807 Upas Street, San Diego 92103.

7.) Henmon-Nelson Tests of Mental Ability, grades 6-9, Form A (Braille). Available from Braille Services Guild, Inc., 2140 Westwood Blvd., Los Angeles.

8.) Otis Quick Scoring Mental Ability Tests, Beta Form CM and Em, grades 4-9 (Braille). Available from I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

9.) Kuhlman-Anderson Intelligence Tests, Grades VI-VIII. Available from American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

10.) Ohwaki-Kohs Tactile Block Design Intelligence Test. Available from Western Psychological Services, 12035 Wilshire Blvd., Los Angeles, CA 90025.

11.) Minnesota Pre-School Scale. Available from Educational Test Bureau, Educational Publishers, Inc., 720 Washington Avenue S. E., Minneapolis, Minnesota 55414.

12.) Cattell Infant Intelligence Scale. Available from Psychological Corporation, 304 East 45 Street, New York, New York 10017.

13.) Merrill-Palmer Pre-School Performance Test. Available from Western Psychological Services, 12035 Wilshire Blvd., Los Angeles, CA 90025.

14.) Arthur Point Scale of Performance Tests. Available from Psychological Corporation, 304 East 45 Street, New York, New York 10017.

15.) Slosson Intelligence Test (SIT) adapted for visually limited children. Available from Slosson Educational Publications, 140 Pine Street, East Aurora, New York 14052.

3. Personality and Attitude

General Use. Personality and attitude inventories attempt to assess an individual's "typical behavior". Expressions of values, self-concepts, feelings of hostility, and attitudes toward authority, for example, may refer to reactions or perceptions within the individual being tested. The tests are of particular help to school personnel, parents, and pupils to recognize and make efficient use of strengths

and correct or compensate for weaknesses.

The use of established norms with personality tests presents a problem, "because the life situation of the blind varies greatly from the group used in standardizing these tests, and therefore, do not have the same validity for the blind as for the sighted".[1] Routh also believes that working with a blind client, "in in-depth interview by an experienced, trained counselor is worth more than a personality inventory in assessing personal-social adjustment".[2]

The following items are sample questions that might appear on a personality inventory:

a. Do you get discouraged easily?

b. Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?

Examples. 1.) Maxfield-Buchholz Scale of Social Maturity for Use with Pre-School Blind School. Infancy to 6 years; copyrighted in 1958; developed by Kathryn E. Maxfield and Sandra Buchholz; 75¢ per manual and 10¢ per record form, postpaid; published by the American Foundation for the Blind, Inc., 15 West Sixteenth Street, New York, New York 10011.

2.) The Personality Inventory. Grades 9-16 and adults; copyrighted 1931-1938; developed by Robert G. Bernreuter; 6 scores in such areas as neurotic tendency, self-sufficiency, confidence, and sociability; 50¢ per specimen set; postage extra; administration takes 25 minutes; published by consulting Psychologists Press, Inc.,

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[1] Thomas A. Routh, Rehabilitation Counseling for the Blind. Charles C. Thomas, Publisher, Springfield, Illinois, p. 30.

[2] Ibid.

9.) Kuhlman-Anderson Intelligence Tests, Grades VI-VIII. Available from American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

10.) Ohwaki-Kohs Tactile Block Design Intelligence Test. Available from Western Psychological Services, 12035 Wilshire Blvd., Los Angeles, CA 90025.

11.) Minnesota Pre-School Scale. Available from Educational Test Bureau, Educational Publishers, Inc., 720 Washington Avenue S. E., Minneapolis, Minnesota 55414.

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[1] Thomas A. Routh, Rehabilitation Counseling for the Blind. Charles C. Thomas, Publisher, Springfield, Illinois, p. 30.

[2] Ibid.

577 College Avenue, Palo Alto, CA 94306.

3.) The Adjustment Inventory. Grades 9-16; copyrighted 1934-1963; developed by Hugh M. Bell; 6 scores in areas of home, health, submissiveness, emotionality, hostility, and masculinity; $3.25 per 50 tests and $1.25 per manual; published by Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

4.) California Test of Personality, 1953 Revision. Grades Kindergarten-3, 4-8, 7-10, 9-16, adults; copyrighted 1939-1953; developed by Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs; 16 scores in such areas as self-reliance, sense of personal worth, school relations, occupation relations, and total adjustment; 50¢ per specimen set of any one level; postage extra; published by California Test Bureau, Del Monte Research Park, Monterey, CA 93940.

4. Special Abilities and Aptitude

General Use. The measures of specialized abilities, for example mechanical comprehension, clerical, sense of pitch, and finger dexterity, are commonly combined in one test so as to study a student's ability profile. An aptitude test is used to help predict success in some occupation or training course. The use of these types of tests in guidance is founded on the hope that the person's pattern of abilities would indicate the course work and jobs where he could expect the greatest success.[1]

Of particular interest is the General Aptitude Test Battery (GATB) which is used throughout the country by the U.S. Employment Service for guiding persons seeking work. The GATB is given only

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[1]Lee J. Cronbach, Essentials of Psychological Testing New York. Harper & Brothers, 1949 p. 269.

through state employment services and consists of twelve tests which measure nine aptitudes; eight of the tests require paper and pencil, and four use apparatus. Through testing, particularly of new workers without experience, the counselor is able to suggest occupational fields where the applicant is likely to do well.

Ginzberg reports that "One of the difficulties that counselors of the handicapped face is to know what allowances to make when interpreting the results from tests that have been standardized on populations free of disabilities".[1] Concerning the GATB, Ginzberg continues that the test "Is not a well-honed instrument to evaluate the aptitudes of everyone".[2] The implication being that the counselors of the disadvantaged and handicapped must not misinterpret test results, thereby misleading their clients as to their career plans.

Examples. 1.) General Aptitude Test Battery. Ages 16 and over, grades 9-12 and adults; copyrighted 1946-1963; developed for use in the occupational counseling program of the U. S. Employment Service; measures aptitudes in such areas as verbal, numerical, spatial, form perception, clerical perception, finger dexterity and manual dexterity; no testing fee for applicants tested through the facilities of State Employment Service offices, manual available for sale at 45 cents, specimen set not available; administration takes approximately 180 minutes; published by the U. S. Government Printing Office.

2.) Differential Aptitude Tests. Grades 8-13 and adults; copyright 1947-1963; developed by George Bennett, Harold Seashore, and Alexander Wesman; measures verbal reasoning, numerical ability, total

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[1] Eli Ginzberg, Career Guidance: Who Needs It, Who Provides It, Who Can Improve It, New York. McGraw-Hill Book Company, 1971, p. 183.

[2] Ibid., p. 184.

scholastic aptitude, abstract reasoning, clerical speed and accuracy, and language usage; $3 per specimen set; administration cakes 240-270 minutes in 2-6 sessions; published by Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Differential Aptitude Tests, combined booklet for Verbal Reasoning and Numerical Ability (Braille). Braille Services Guild, 2140 Westwood Blvd., Los Angeles.

Differential Aptitude Tests, combined booklet for Mechanical Reasoning, Language Usage, and Space Relations (Braille). Braille Service Guild, 2140 Westwood Blvd., Los Angeles.

Differential Aptitude Tests, Form A and answer sheets (Large Print). LRS the Microfilm Company of California, 1977 South Los Angeles Street, Los Angeles.

Differential Aptitude Tests, Part 1-2, Form A, Part 1-Spelling, Part 2-Spelling (Large Print). I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

Differential Aptitude Tests, Form L (Large Print). LRS The Microfilm Company of California, 1977 South Los Angeles Street, Los Angeles.

3.) Seashore Measures of Musical Talents, Grades 4-16 and adults; copyrighted 1919-1960; developed by Carl Seashore, Don Lewis, and Joseph Saetveit; 6 scores that measure pitch, loudness, rhythm, time, timbre, and tonal memory; $12 per set of records, 60 cents per set of manual and scoring key, $2.30 per 50 IBM answer sheets; administration takes 60 minutes; published by Psychological Corporation, 304 East 45th Street, New York, New York 10017.

4.) Minnesota Rate of Manipulation Test. Adult; copyrighted 1931-1957; developed by Gilbert Betts and W.A. Ziegler; 5 scores that measure placing, turning, displacing, 1-hand turning and placing, and 2-hand turning and placing; $34 per set of testing materials including manual; published by Educational Test Bureau, Division

of American Guidance Services, Inc., 720 Washington Avenue, S. E., Minneapolis, Minnesota 55414.

5.) Bennett Hand-Tool Dexterity Test. Adolescent and Adult; copyrighted; developed by George Bennett; measures proficiency in the use of wrenches and screwdrivers in the assemble/reassemble of nuts, washers, and bolts on a wooden frame; $39 per set including manual, 60 cents per manual separately; administration takes 10-12 minutes; built and published by Psychological Corporation, 304 East 45th Street, New York, New York 10017.

5. Achievement

General Use. Tests which are used to measure educational gains are called achievement tests. These achievement or proficiency tests measure the ability to perform some task which is significant in its own right, with the principle use being to evaluate performance of persons who have already been given training in the task.[1]

Proficiency tests for hiring employees are numerous and varied, since each test deals with the skills or knowledges of a particular job or operation of a job. Tests have been standardized in the areas of clerical skills and shop knowledge, however.[2] Larger companies generally develop a test to meet their specific needs.

In measuring pupil accomplishment, tests and test batteries are available in the areas of reading, spelling, language usage, arithmetic, and social studies. Most of the test batteries are divided into parts or sub-tests which can be given separately where measurement in only one area is needed or required.

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[1] Lee Cronbach, Essentials of Psychological Testing, New York: Harper & Brothers, Publishers, 1949, p. 31.

[2] Ibid, p. 360.

Examples. 1.) California Achievement Tests. Grades 1-2, 2.5-4.5, 4-6, 7-9, 9-14; copyrighted 1934-1963; developed by Ernest Tiegs and Willis Clark; 11 scores in the areas of reading vocabulary, reading comprehension, reading total, arithmetic reasoning, arithmetic fundamentals, arithmetic total, mechanics of English, spelling, language total, total, and handwriting; $1 per specimen set, range from $5.60 to $6.65 per 35 test; administration takes 110-190 minutes; published by California Test Bureau, Del Monte Research Park, Monterey, CA 93940.

California Achievement Tests, Form W. Grades 4, 5, 6 (Braille). Braille Transcribers Guild, Inc., 1807 Upas Street, San Diego, CA.

California Achievement Tests, Junior High School Level 7, 8, 9 (Braille). San Gabriel Valley Transcribers Guild, Inc., 327 E. College, Covina, California 91722.

California Achievement Tests, Form W, Grades 7, 8, 9 (Braille). Braille Services Guild, Inc., 2140 Westwood Blvd., Los Angeles, California 90025.

California Achievement Tests, Form W. Grades 10, 11, 12 (Braille). Braille Transcribers Build, Inc., 1807 Upas Street, San Diego, California.

2.) Iowa Tests of Basic Skills. Grades 3-9; copyrighted 1955-1956; developed by E. F. Lindquist, A. N. Hieronymus and others; 15 scores that include vocabulary, reading comprehension, language, work-study skills and arithmetic; $2.25 per specimen set; administration takes 315 minutes in four sessions; published by Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Iowa Tests of Basic Skills, Form I, Grades 3-9 (Large Print). Dakota Microfilm Service, Inc., 501 North Dale Street, St. Paul, Minnesota.

Iowa Tests of Basic Skills, Form 1, Grades 3-9 (Braille). I.H.B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

Iowa Tests of Basic Skills, Form 1, Multi-level, Grade 7 (Braille). Golden Gate Chapter, Sequoia Region, American Red Cross, Menlo Park, California.

Iowa Tests of Basic Skills, Form 2 (Braille). I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

California Achievement Tests, Complete Battery, Form Y, 7, 8, 9 (Large Print). I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

4.) Cooperative French Test, Elementary, Form "Q" Test No. 406-04-1 (Braille). Braille Services Guild, Inc., 2140 Westwood Blvd., Los Angeles.

5.) Cooperative English Tests, English Expression Forms 2A and 2B, Reading Comprehension Forms 2A and 2B (Large Print). Volunteer Transcribing Services, 617 Oregon Avenue, San Mateo, California.

6.) Davis Reading Test, Form 2B (Large Print). LRS Microfilm Co. of California, 1977 South Los Angeles Street, Los Angeles, CA.

7.) Gates Basic Reading Tests, Form 1, Grades 3-8 (Braille). I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

8.) Iowa Silent Reading Comprehension Test A, Form L, Grades 3-5 (Braille). I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

9.) Metropolitan Achievement Tests A, B, C (Braille) I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

10.) Nelson Silent Reading Test, Form A (Braille) I. H. B. Nassau-Suffolk Braille Library, 329 Hempstead Turnpike, West Hempstead, New York.

11.) Sequential Tests of Educational Progress (STEP), Science, Writing, Reading, Social Studies, Mathematics, All form 2B (Braille). San Gabriel Valley Transcribers Guild, Inc., 327 East College, Covina, California 91722.

CHAPTER V

GOALS AND OBJECTIVES

PROJECT GOALS AND OBJECTIVES

The Five-County Vocational Skills Training Program was designed to provide regional vocational skills and counseling to blind and partially sighted students enrolled in grades seven through fourteen. The funds were made possible through the Exemplary Programs and Projects, Part D of the Vocational Educational Amendments of 1968. The goals and objectives of this innovative project were the following:

1. Goals:
   a. Vocational educators will acquire the necessary methodology and technology to allow visually handicapped students to participate in regular vocational education classes.
   b. The visually handicapped student will realize new vocational choice opportunities through newly found skills easily adaptable in todays' business, home economics, and trade industries.
   c. Vocational educators will have access to a curriculum guide to assist their implementing and replicating a similar project.
   d. Vocational teachers and/or counselors and teachers of the visually handicapped will view a prepared visual presentation about the project.
   e. Educators will have access to a research or evaluation document of the efforts made toward attaining the project's goals and objectives.
2. Objectives:

a. Provide in-service training for vocational education instructors now serving sighted pupils so that they will have an understanding of the capabilities of the blind and partially sighted and also acquire the skills and attitudes which are part of successful curriculum planning and instruction of these pupils.

b. Provide 100 per cent of all eligible blind and partially sighted pupils attending the public and private schools in a contiguous five-county area in the State of California with an opportunity to participate in the on-going vocational education programs previously closed to them.

c. Provide the specialized equipment and supplies needed for the instruction of the visually handicapped as they progress from the use of simple hand tools to the use of power tools, office equipment, and major kitchen appliances.

d. Provide the pupils enrolled in the program with vocational counseling, program planning, work experience opportunities and supervision.

e. Provide pupils terminating their educational program with job placement services.

f. Develop a model for replication in other parts of the State and the United States utilizing the systems analysis approach in generating curriculum, setting goals, budgeting and generally establishing program effectiveness, accountability standards, and program evaluation.

g. Develop slide and video tape presentations about the project.

h. Conduct research and develop an evaluation document.

LEARNER INSTRUCTIONAL OBJECTIVES

"Accountability in education conveys the basic idea that educators who operate the schools should accept responsibility for student attainment of clearly specified educational outcomes."[1] This concern for the implementation of accountability procedures will be among the more progressive and far reaching developments in education in the 1970's.

Numerous books, films, phamplets, models, and paradigms (see page 75) have been produced and are readily available on this subject of goals and objectives. For our purpose here, an instructional objective is a written statement that makes clear to teachers, students, and other interested persons what it is that needs to be taught--or what it is that has been taught.

It is generally agreed that a well-written instructional objective should say at least the following three things: 1) what it is that a student who has mastered the objective will be able to do, 2) under what conditions he will be able to do it, and 3) to what extent he will be able to do it.

On the next several pages, are goals and objectives written by project staff members for students who were admitted into and participated in instructional aspects of the project. While the pupil's names have been changed, the instructional goals and objectives have not and appear as written in the pupil's cumulative file.

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[1] Howard J. Sullivan and Robert W. O'Hare, Editors, Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives, California Personnel and Guidance Association, Fullerton, California, 1971, p.4.

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SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES
425-2001

INSTRUCTIONAL OBJECTIVES

Program Vocational Skills Training Date January 21, 1972

Pupil's Name Charles D. Hammer* Age 17

General Pupil Information:
Charles' vision impairment is due to congenital cataracts. His right eye has only light perception, while vision in the left eye is 5/100.

Instructional Goals:
1. Develop problem solving abilities related to the materials, processes, and products of woodworking.
2. Develop skill in the safe use of tools and machines.
3. Development of skills in communication and sociability.

Instructional Objectives:
1. At the end of the semester, Charles will understand the following major concepts and information concerning woodworking:
   a. Joints
   b. Turning
   c. Finishing
   d. Hand Tool Identification, Use, and Care
   e. Sawing
   f. Boring
   g. Shaping

   Charles' understanding will be reflected in his receiving not less than a B grade in the class.

2. By the end of the semester, Charles will be able to unassistedly operate the following pieces of equipment, performing at least one operation with each, and throughout the semester, without causing bodily injury to himself or his classmates:
   a. Lathe
   b. Drill Press
   c. Mitre Saw
   d. Jointer
   e. Radial Saw
   f. Surface Planer
   g. Table Saw

3. By the end of the year, Charles will be able to independently ask for and offer assistance to other students 10 times to increase his sociability within a group.

*Fictitious name

Teacher _____

PR-30 11/71

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SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES
425-2001

INSTRUCTIONAL OBJECTIVES

Program Vocational Skills Training Date January 21, 1972

Pupil's Name John E. Enright* Age 18

General Pupil Information:

John's learning and reading technique is Braille.

Instructional Goals:

1. Identify with and participate in adult roles and responsibilities in the world of work (Acculturation).
2. Relate in a positive manner to work experience education sponsors, employers, their employees, and the public served (Human Relations).
3. Analyze the work stations requirements and compare these to personal potential and expectations (Self-Evaluation).

Instructional Objectives:

1. Throughout the semester, John will demonstrate his application of major elements of the employer-employee relationship by not being fired from his position at the work station.
2. At the end of the spring semester, John will demonstrate that he meets his employer's minimum standards of job performance by receiving a satisfactory rating on his job performance rating sheet.
3. Given a job rating sheet, John will evaluate his job performance and compare his appraisal with that of his supervisor and/or coordinator.

*Fictitious name

Teacher _____

PR-30 11/71

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PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES
425-2001

INSTRUCTIONAL OBJECTIVES

Program Vocational Skills Training Date January 21, 1972

Pupil's Name Susan B. Good* Age 17

General Pupil Information:

Susan is a senior in high school this year. She sees only color. She seems very intelligent academically and seems to perform physical skills quickly.

Instructional Goals:

Gain confidence and independence in her Home Economics class. Understand the theoretical and practical aspects of foods.

Instructional Objectives:

Upon completion of the Foods I course, Susan should have obtained an adequate knowledge of foods which will be evidenced by passing all tests given by the Home Economics teacher with a grade of "B" or better.

By the semester's end, Susan should be able to perform all skills listed on the evaluation check sheet. (See attached page.) These skills will be demonstrated by completion of a test lesson done 1.) without hesitation 2.) without assistance 3.) in correct order and 4.) within the prescribed time limit.

*Fictitious name

Teacher
Connie Rahn, Home Economics Specialist

PR-30 11/71

EVALUATION CHECK SHEET

STUDENT Susan B. Good

Identify and know difference between flour	
sugar	
salt	
Identify and measure with graduated measuring cups	
Identify and measure with graduated measuring spoons	
Oriented to stove	
Oriented to oven	
Places pan on burner	
Places pan in oven	
Cuts with knife	
Slice	
Spread	
Stir	
Scrape	
Peel	
Grate	
Wash dishes	
Wipe counter	
Carry liquid level	

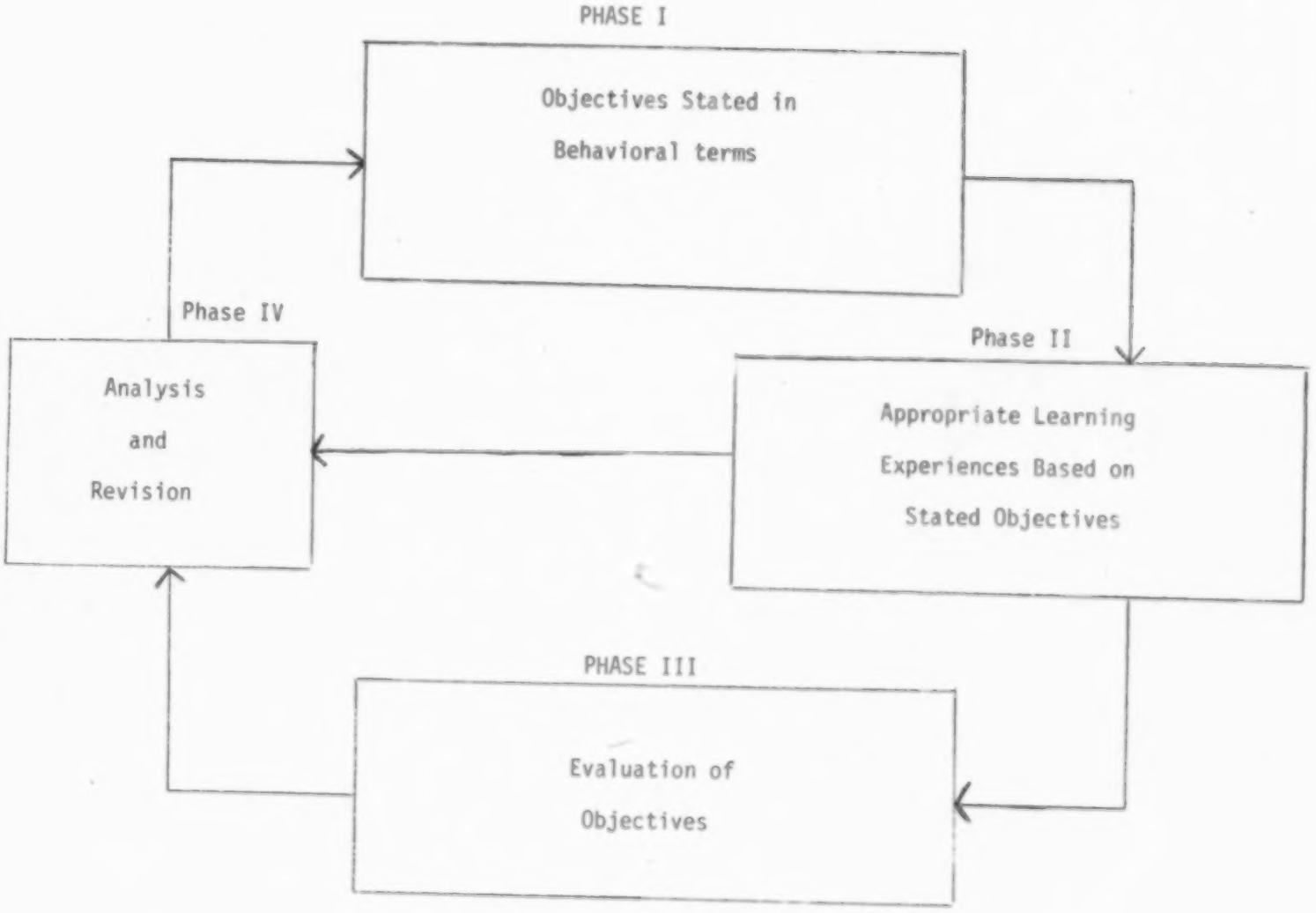
CRITERION

✓ Skill performed satisfactorily

0 Skill not performed satisfactorily

- Skill not evaluated

ATTAINMENT OF GOALS
THROUGH USE OF BEHAVIORAL OBJECTIVES



VOCATIONAL SKILLS TRAINING PROGRAM
2643 Park Avenue
Soquel, California 95073
(408) 475-9232

STUDENT ASSESSMENT INSTRUMENT

Introduction. This Assessment Instrument was developed to aid the Vocational Skills training Program for the Visually Handicapped (VSTP) in the evaluation of services and activities. The answers to the statements will assist in this assessment. Your support and responses in this endeavor are gratefully appreciated.

Instructions. Please check only one statement for each numbered item.

Statements and Questions.

1. YOUR GRADE LEVEL

____a. Junior High School, 7th or 8th

____b. High School, 9th or 10th

____c. High School, 11th or 12th

____d. Community College, 13th or 14th

2. INTEREST IN VOCATIONAL EDUCATION

____a. I have no interest in vocational education at this time

____b. Occasionally interested

____c. Interested only in activities for a limited period of time

____d. I presently have a strong interest in vocational education

3. PARTICIPATION IN VOCATIONAL EDUCATION

____a. I do not participate in vocational education activities

____b. Rarely participate or participate only in response to urging

____c. Participate only in activities that I enjoy

____d. Always participate

4. WORK HABITS

____a. I do not care about work or employment

____b. I am dependent upon others

____c. I am independent but occasionally I can be dangerous to myself and classmates

____d. I am independent and consistently use equipment safely

5. SKILL DEVELOPMENT

____a. I have poor coordination and manual dexterity

____b. I am in need of considerable improvement

____c. I am in need of some improvement

____d. I have appropriate coordination and dexterity

6. ORIENTATION

____a. I am not allowed in the laboratory

____b. I consistently need help in moving around the laboratory

____c. Sometimes I need assistance in moving within the laboratory

____d. I do not need assistance in moving within the laboratory

7. COMPREHENSION AND APPLICATION

____a. I have difficulty comprehending the instructional material

____b. I am able to comprehend the instructional material but have difficulty with its application

____c. I understand and can apply most of the instructional material

____d. I understand and can apply what I have learned

8. Were you satisfied with VSTP services: Yes___ No___ If no, please explain:

9. Do you feel you have benefitted from participation with the program? Please explain:

10. Can you suggest ways to improve the program: Yes___ No___ If yes, please list:

11. What is your overall impression of the program? Outstanding_____

Good_____

Fair_____

Poor_____

12. General Comments:

110800
4/72

VOCATIONAL SKILLS TRAINING PROGRAM
2643 Park Avenue
Soquel, California 95073
(408) 475-9232

TEACHER ASSESSMENT INSTRUMENT

Introduction. This Assessment Instrument was developed to aid the Vocational Skills Training Program for the Visually Handicapped (VSTP) in the evaluation of services and activities. The Answers to the statements will assist in this assessment. Your support and responses in this endeavor are gratefully appreciated.

Instructions. Please check only one statement for each numbered item.

Statements and Questions.

1. YOUR RELATIONSHIP TO _____ (Student's Name)

____a. Vocational Teacher

____b. Resource or Itinerant Teacher

____c. Counselor

____d. Adminstrator

____e. Parent

2. INTEREST IN VOCATIONAL EDUCATION

____a. Does not manifest interest

____b. Occasionally interested

____c. Interested only in activities for a limited period of time

____d. Manifests and maintains active interest over suitable period of time.

3. STUDENT PARTICIPATION INVOCATIONAL EDUCATION

____a. Does not participate in vocational education

____b. Rarely participates or participates only in response to urgings

____c. Participates only in activities he/she enjoys

____d. Always participates

4. WORK HABITS

____a. Apathetic

____b. Dependent upon others

____c. Independent but is a danger to himself and classmates

____d. Independent and consistently uses equipment safely

5. SKILL DEVELOPMENT

____a. Manifest poor coordination and manual dexterity

____b. In need of considerable improvement

____c. In need of some improvement

____d. Manifests appropriate coordination and dexterity

6. ORIENTATION

____a. Not allowed in the laboratory

____b. Consistently needs help in moving around the laboratory

____c. Sometimes needs assistance in moving within the laboratory

____d. Functions well in moving within the laboratory

7. COMPREHENSION AND APPLICATION

____a. Does not seem to comprehend the instructional material

____b. Appears able to comprehend the instructional material

____c. Understands most of the instructional material

____d. Understands and applies what is learned

8. Were you satisfied with VSTP services: Yes___ No___ If no, please explain:

9. Do you feel you have benefitted from participation with the program? Please explain:

10. Can you suggest ways to improve the program: Yes___ No___ If yes, please list:

11. What is your overall impression of the program? Outstanding_____

Good_____

Fair_____

Poor_____

12. General comments:

110800
4/72

CHAPTER VI

THE HUMAN EYE

DEFINITIONS AND DESCRIPTIONS

As one means of clarifying words frequently used and pertinent to working with the visually handicapped, the following terms and their definition or description have been included. The intention of this section is to provide the vocational educator with a ready reference of common visual problems and to aid in his understanding of a students handicap or impairment.

This material was prepared by Fred Guffey and is a part of the Handbook for Teachers of the Visually Handicapped by Dr. Grace D. Napier and Mel W. Weishahn. The handbook is a 1970 publication from the Instructional Materials Reference Center, American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky 40206.

Following the definitions, is a publication titled The Human Eye: How We See. Within this document are "Vocabulary of Terms Relating to the Eye" and "Ophthalmologist, Oculist, Optometrist, Optician . . . do you know the difference?" This material is included through the courtesy of the National Society for the Prevention of Blindness, Inc., 79 Madison Avenue, New York, New York 10016.

Defects in Refraction

The most common and least disabling impairments of vision are refractive errors. These are easily detected by the eye specialist, and can be compensated by corrective lenses worn either in spectacle frames or as contact lenses.

A. Hyperopia, or farsightedness occurs when, because of a shortened eyeball, the light rays converge at a point behind the retina. The more hyperopic the eye, the more the eye has to accommodate in order to try to get a clear image. Where severe hyperopia exists, the excessive use of accommodation may cause symptoms such as eye fatigue, blurring, and headaches.

B. Myopia, or nearsightedness, the eyeball is abnormally elongated and the light rays converge at a point in front of the retina. Myopia causes blurred vision when the eyes try to focus on distant objects. A myopic person can see distinctly when the object is brought close enough so that the relaxed lens can focus the rays onto the retina. Since it is wise to use accommodation for eye hygiene purposes, the individual who has myopia should be encouraged to wear his glasses for both distance and near vision.

   The individual who has progressive myopia should be under the constant supervision of an eye physician. In this condition the eyeball continues to increase in length and the person may have to limit certain types of physical activities in order to prevent detachment or disease of the retina, which can lead to blindness.

C. Astigmatism is a refractive error due to the shape of the eye. Rays of light entering the eye in the different meridians do not have the same focus and for that reason do not produce a clear image on the retina.

Disorders of the Cornea

The cornea, since it protrudes somewhat, is a vulnerable site for injury. Superficial injury of the cornea responds to treatment, but a number of disease processes can lead to clouding and scarring of the cornea and a resultant impairment of vision.

A range of diseases can present, as a complication, a keratitis or inflammation of the cornea with residual scarring. This sometimes occurs

in association with congenital syphilis, sometimes as the result of trauma, and sometimes is related to a disease of the blood vessels supplying the anterior part of the eye. If the remaining structures of the eyeball are intact, it is often possible to correct the scarring which follows keratitis by means of a corneal transplant.

Albinism

Albinism is a hereditary loss of pigment in the iris, skin, and hair. It is usually associated with lowered visual acuity, nystagmus and photophobia and often accompanied by refractive errors. A person who has albinism can usually benefit from a distance aid and a high-plus reading spectacle and dark glasses.

Amblyopia ex anopsia

Amblyopia ex anopsia is an adventitious and progressive condition of the eye. A dimness of vision occurs without any apparent disease of the eye. It is caused by nonuse of the eye. Double vision, or diplopia, may be so distressing to an individual that he gradually suppresses the image in one eye, and in time such an eye may cease to function.

Aphakia

Aphakia is characterized by the absence of a lens. The term "Aphakic" is usually applied to an eye from which the lens has been removed by operation. Congenital aphakia is rare.

Cataracts

A cataract is a condition in which the normally transparent lens becomes opaque and clouded, and vision becomes blurred. In its most common form, a cataract is a degenerative disease occuring as part of the aging process. In this form, the involvement is usually bilateral, although the rate of cataract formation may not be the same for both eyes.

The surgical procedure, customarily undertaken on each eye separately when the appropriate degree of decreased visual acuity has been reached, calls for total removal of the clouded lens.

Cataracts which have their origin in causes other than the degenerative process include those appearing congenitally, those caused by ionizing radiation, electric burns, or those which are secondary to systemic diseases such as diabetes, or those produced by trauma. These cataracts do not have a uniform prognosis; a congenital cataract can be corrected surgically early in life without necessarily removing the entire lens, but a cataract which results from diabetes is not so favorable for surgical repair because of possible complications.

Often the treatment for congenital cataract is so good that with compensat glasses cataractous children are not in need of special education facilities. In other cases the lens is only partly clarified, and vision is definitely affected.

Coloboma

Coloboma is a type of congenital anomaly in which a portion of a structure of the eye is lacking. A high-plus reading spectacle or a hand-held lens may be helpful to the student.

Chorioretinitis

Chorioretinitis is an inflammation of the choroid and retina. There may be either a peripheral field loss or a central field loss. A high-plus reading spectacle is usually needed, and the student may be on eye treatment or medication.

Glaucoma

Glaucoma occurs when the intraocular pressure is elevated to a level which the eye cannot tolerate without injury to its structural components

or impairment of function. Prevention of partial or total loss of vision from glaucoma is possible only if the disease is detected and treated early.

Detachment of Retina

Retinal detachment sometimes occurs in cases in which both high myopia and pathological conditions of the eye exist. If the necessary attention is given as soon as possible after detachment occurs, the retina may in some cases be reattached, and part of the vision may be saved.

Nystagmus

Nystagmus is an involuntary, rapid movement of the eyeball. It may be lateral, vertical, rotary, or mixed.

Retinitis Pigmentosa

Retinitis pigmentosa (primary pigmentary degeneration) is a chronic progressive degenerative disease of the retina with a hereditary tendency. It may occur early in childhood or manifest itself later. One of the early symptoms is night blindness. The visual fields are usually restricted, leaving only central vision, which may later be destroyed. At present no known treatment is successful in improving the condition or in arresting its progress.

Retrolental Fibroplasia

Retrolental fibroplasia is a disease of the retina in which a mass of scar tissue forms in back of the lens of the eye. Both eyes are affected in most cases and it occurs chiefly in prematurely-born infants who receive excessive oxygen.

Additional terms may be found in "Vocabulary of Terms Relating to the Eye", National Society for the Prevention of Blindness, Inc., 79 Madison Avenue, New York, New York 10016.

Ophthalmologist, Oculist, Optometrist, Optician . . . do you know the difference?

The following describes the qualifications of those providing eye health services:

An *Ophthalmologist* or *Oculist* is a physician—an M.D.—who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses.

An *Optometrist,* a licensed, nonmedical practitioner, measures refractive errors—that is, irregularities in the size or shape of the eyeball or surface of the cornea—and eye muscle disturbances. In his treatment the optometrist uses glasses, prisms, and exercises only.

An *Optician* grinds lenses, fits them into frames, and adjusts the frames to the wearer.

Definitions from U.S. Department of Health, Education and Welfare

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS INC

Founded 1908

OUR ONE PURPOSE—SAVING SIGHT

The National Society for the Prevention of Blindness, Inc., founded in 1908, is the oldest voluntary health agency nationally engaged in the prevention of blindness through a comprehensive program of community services, public and professional education and research.

Publications, films, charts and advisory service are available on request.

The Society is supported entirely by contributions, memorial gifts, bequests and legacies, which are deductible for purposes of income taxes.

Half of all Blindness can be Prevented!

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, Inc.

79 MADISON AVENUE NEW YORK, N.Y. 10016

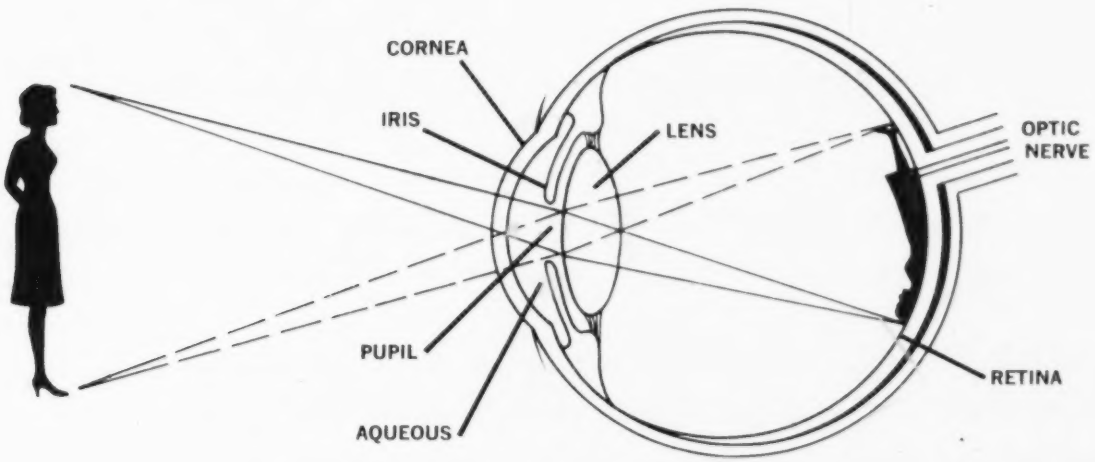
MEMBER OF NATIONAL HEALTH COUNCIL

ACCREDITED BY NATIONAL INFORMATION BUREAU

PUB. V-7

3/72

THE HUMAN EYE



HOW WE SEE

Vision is a function that requires more than the eye alone. In order for the eye to do its job completely, there must also be light to see by and the brain to define what is seen. As light strikes an object—a girl, for example—in a person's field of vision, the light rays are reflected from the girl to his eyes. The rays pass through the *cornea* or clear front window, the *aqueous* or watery liquid behind the cornea, the *pupil* or opening in the colored *iris*, and the *lens*. The lens of the eye bends the light rays as they pass through it, and focuses them on the *retina* or rear inner lining of the eye which contains optic nerve cells. The lens operates much as a camera lens focuses light rays on a film. The retina then relays the light ray image through the *optic nerve* to the brain. Though the image is received upside down because the lens has inverted it, the brain interprets it correctly and the viewer sees the girl right side up.

If a person's eyeball is too long and the image in focus falls in front of the retina, he will be nearsighted. If the eyeball is too short and the image falls behind it, he will be farsighted. If the cornea has an imperfect curvature, he will have astigmatism. Properly prescribed eyeglasses or contact lenses are the only means of correcting these visual faults.

VOCABULARY OF TERMS RELATING TO THE EYE

ANTERIOR CHAMBER

Space in the front of the eye, bounded in front by the cornea and behind by the iris; filled with aqueous.

AQUEOUS

Clear, watery fluid which fills the anterior and posterior chambers within the front part of the eye.

CANAL OF SCHLEMM

A circular canal situated at the juncture of the sclera and cornea through which the aqueous is excreted after it has circulated between the lens and the iris and between the iris and the cornea.

CHOROID

The vascular, intermediate coat which furnishes nourishment to the other parts of the eyeball.

CILIARY BODY

Portion of the vascular coat between the iris and the choroid. It consists of ciliary processes and the ciliary muscle.

CONJUNCTIVA

Mucous membrane which lines the eyelids and covers the front part of the eyeball.

CORNEA

Clear, transparent portion of the outer coat of eyeball forming front of aqueous chamber.

CRYSTALLINE LENS

A transparent, colorless body suspended in the front of the eyeball, between the aqueous and the vitreous, the function of which is to bring the rays of light to a focus on the retina.

FOVEA

Small depression in the retina at the back of the eye; the part of the macula adapted for most acute vision.

IRIS

Colored, circular membrane, suspended behind the cornea and immediately in front of the lens. The iris regulates the amount of light entering the eye by changing the size of the pupil.

MACULA LUTEA

The small area of the retina that surrounds the fovea and with the fovea comprises the area of distinct vision. Syn. *yellow spot*.

OPTIC DISK

Head of the optic nerve in the eyeball.

OPTIC NERVE

The special nerve of the sense of sight which carries messages from the retina to the brain.

POSTERIOR CHAMBER

Space between the back of the iris and the front of the lens; filled with aqueous.

PUPIL

The contractile opening at the center of the iris for the transmission of light.

RETINA

Innermost coat of the eye, formed of sensitive nerve fibers and connected with the optic nerve.

SCLERA

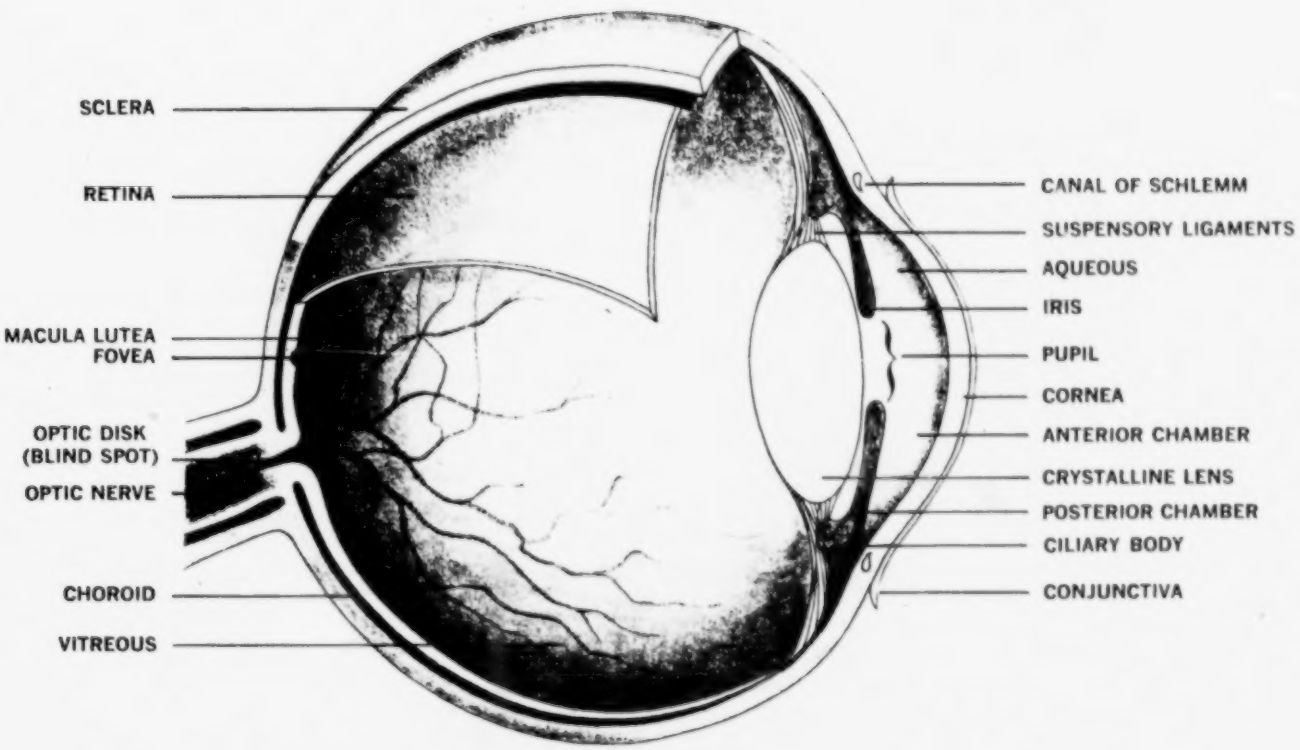
The white part of the eye—a tough covering which, with the cornea, forms the external, protective coat of the eye.

SUSPENSORY LIGAMENTS

A complex structure of multiple bands of tissue which hold the crystalline lens in place.

VITREOUS

Transparent, colorless mass of soft, gelatinous material filling the eyeball behind the lens.


SCLERA
RETINA
MACULA LUTEA
FOVEA
OPTIC DISK
(BLIND SPOT)
OPTIC NERVE
CHOROID
VITREOUS
CANAL OF SCHLEMM
SUSPENSORY LIGAMENTS
AQUEOUS
IRIS
PUPIL
CORNEA
ANTERIOR CHAMBER
CRYSTALLINE LENS
POSTERIOR CHAMBER
CILIARY BODY
CONJUNCTIVA

CHAPTER VII

SAMPLE OF FORMS

Webster's define "form" as a printed or typed document with blank spaces for insertion of required or requested information. As it turned out, the required information was gathered on Santa Cruz County developed and printed forms while those requesting information were conceived and produced by the project for specific purposes as the need arose.

Several questionnaires, survey instruments, and cover letters are also included in this section of the project document. These items were of great benefit in the gathering of "requested" information on several different occasions. Ideas from other sources have been utilized to prepare the project forms. It is anticipated that ideas contained herein will be of assistance to others in future data gathering activities.

Included in this collection of forms are the following:

STATE DEPARTMENT OF EDUCATION

1. Registration of Partially Seeing Pupils
2. Registration of Legally Blind Pupils
3. Registration of Visually Handicapped Pupils, Cover Sheet
4. Eye Report for Children with Visual Problems

SANTA CRUZ COUNTY OFFICE OF EDUCATION

1. Emergency Medical Aid
2. Placement Referral
3. Candidate Screening Summary
4. Parent Conference Report
5. Instructional Objectives
6. Field Trip Permission Slip
7. Daily Schedule
8. Conference Claim
9. Case Commentary
10. Summary of Services
11. Request for Authority to Travel
12. Permission to Transcribe into Braille
13. College Orientation Program
14. Announcement of Position Vacancy

VOCATIONAL SKILLS TRAINING PROGRAM

1. Daily Log
2. Letter of Introduction and Information
3. Parent Conference Checklist
4. Vocational Interest Survey Cover Letter
5. Vocational Interest Survey
6. Follow-up Card
7. Career Information Cover Letter
8. Mini-Survey
9. Employment Survey Information
10. Guide Assessment
11. Workshop Evaluation
12. Task Accountability
13. Analysis of Job Operations Worksheet
14. Task Enumeration Worksheet

OTHER

1. Report Form for Central Catalog of Volunteer-Produced Books

R2

REGISTRATION OF PARTIALLY SEEING PUPILS, AS OF JANUARY 3, 1972

Note: All pupils registered for these purposes must have "(1) visual acuity of 20/70 or less in the better eye after the best possible correction and the use of vision as a major channel of learning, or (2) vision which deviates from the normal to such an extent that, in the combined opinion of a qualified educator and either physician and surgeon or optometrist, the pupil can benefit from the special educational facilities provided for partially seeing children". Verification of such deviations must accompany this form.

_____
Name of Pupil (last name first)

Please check: ___Public School ___Private School

_____ Please check: ___Male ___Female
Birth Date

_____
Registering District, County Office, or Private School

_____ _____
Pupil's School Grade Reading Level If Different from Pupil's School Grade

_____
County in Which District or Private School is Located

Check Class of Enrollment: Regular___, Visually Handicapped___, Deaf or Hard of Hearing___, Deaf-Blind___, Multihandicapped___, Development Center for Handicapped Minors___, Aphasic___, Educationally Handicapped___, Educable Mentally Retarded___, Trainable Mentally Retarded___, Orthopedically Handicapped___, Cerebral Palsied___, Gifted___. State Other Handicap _____.

If in special class for visually handicapped, check type: Resource_____, Itinerant_____, Self-contained_____

Eye Specialist's Report on Degree of Vision (each eye separately). Specify Distance in inches of feet for "Hand Movement" or "Counts Fingers".

Without Correction: Right Eye_____
Left Eye _____

With Correction: Right Eye_____
Left Eye _____

Reading Materials Used: Large Type_____
Large Type and Regular Type_____
Regular Type_____
If aural, check: Tape_____, Disc_____

Return in duplicate not later than January 14 1972, but not before January 3, 1972

TO

Fred L. Sinclair, Consultant, CDVH
California State Deparmtnet of Education
721 Capitol Mall, Sacramento, CA 95814

R1

REGISTRATION OF LEGALLY BLIND PUPILS' AS OF JANUARY 3, 1972, FOR PURPOSES OF THE "ACT TO PROMOTE THE EDUCATION OF THE BLINS"

Note: All pupils registered for these purposes must have "central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees". Verification of blindness due to peripheral loss must accompany this form.

_____ Name of Pupil (last name first)

Please check: _____Public School _____Private School

_____ Birth Date

Please check: ___Male ___Female

_____ Registering District, County Office, or Private School

_____ Pupil's School Grade

_____ Reading Level If Different from Pupil's School Grade

_____ County in Which District or Private School is Located

Check Class of Enrollment: Regular___, Visually Handicapped___, Deaf or Hard of Hearing___, Deaf-Blind___, Multihandicapped___, Development Center for Handicapped Minors___, Aphasic___, Educationally Handicapped___, Educable Mentally Retarded___, Trainable Mentally Retarded___, Orthopedically Handicapped___, Cerebral Palsied___, Gifted___. State Other Handicap _____.

If in special class for visually handicapped, check type: Resource_____, Itinerant_____, Self-contained_____

Eye Specialist's Report on Degree of Vision (each eye separately). Specify distance in inches or feet for "Hand Movement" or "Counts Fingers".

Without Correction: Right Eye _____
Left Eye _____

With Correction: Right Eye _____
Left Eye _____

Reading Materials Used:

Braille_____
Braille and Large Type_____
Large Type_____
Large Type and Regular Type_____
Regular Type_____
If Aural, check: Tape_____, Disc_____

Return in duplicate not later than January 14, 1972, but not before January 3, 1972

TO

Fred L. Sinclair, Consultant, CDVH
California State Department of Education
721 Capitol Mall, Sacramento, CA 95814

REGISTRATION OF VISUALLY HANDICAPPED PUPILS, AS OF JANUARY 3, 1972

COVER SHEET

Please check: _____ Public School _____ Private School

_____
School System Registering Pupils

_____ _____ _____
Address Zip County

_____ _____
Name of Authorized Officer Title (Supt., Director, Principal)

_____ (_____) _____
Address, if different from central office Area Code Telephone

_____
Date

Total Number of Legally Blind Students Reported _____

Total Number of Partially Seeing Students Reported _____

I certify that information contained in this registration is based on current eye report forms retained by this office. To establish eligibility for the American Printing House for the Blind federal quota program, I further certify that this school system has filed with the Department of Education an Assurance of Compliance Statement - Civil Rights Act of 1964.

_____
Signature of Authorized Officer

Return not later than January 14, 1972, but not before January 3, 1972

TO

Fred L. Sinclair, Consultant, CDVH
California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
916-445-5103

CONFIDENTIAL EYE REPORT FOR CHILDREN WITH VISUAL PROBLEMS **R L B**

NAME OF PUPIL _____ SEX _____ RACE _____
(Type or print) (First) (Middle) (Last)

ADDRESS _____ DATE OF BIRTH _____
(No. and street) (City or town) (County) (State) (Month) (Day) (Year)

GRADE _____ SCHOOL _____ ADDRESS _____

I. HISTORY

A. Probable age at onset of vision impairment. Right eye (O.D.) _____ Left eye (O.S.) _____

B. Severe ocular infections, injuries, operations, if any, with age at time of occurrence _____

C. Has pupil's ocular condition occurred in any blood relative(s)? _____ If so, what relationship(s)? _____

II. MEASUREMENTS

(See back of form for preferred notation for recording visual acuity and table of approximate equivalents.)

A. VISUAL ACUITY

	DISTANT VISION			NEAR VISION			PRESCRIPTION		
	Without correction	With best correction*	With low vision aid	Without correction	With best correction*	With low vision aid	Sph.	Cyl.	Axis
Right eye (O.D.)									
Left eye (O.S.)									
Both eyes (O.U.)									

Date _____ *with ordinary lenses

B. If glasses are to be worn, were safety lenses prescribed in: Plastic _____ Tempered glass _____

C. If low vision aid is prescribed, specify type and recommendations for use. _____

D. FIELD OF VISION: Is there a limitation? _____ If so, record results of test on chart on back of form.

What is the widest diameter (in degrees) of remaining visual field? O.D. _____ O.S. _____

E. Is there impaired color perception? _____ If so, for what color(s)? _____

III. CAUSE OF BLINDNESS OR VISION IMPAIRMENT

A. Present ocular condition(s) responsible for vision impairment. (If more than one, specify all but underline the one which probably first caused severe vision impairment.) O.D. _____ O.S. _____

B. Preceding ocular condition, if any, which led to present condition, or the underlined condition, specified in A. O.D. _____ O.S. _____

C. Etiology (underlying cause) of ocular condition primarily responsible for vision impairment. (e.g., specific disease, injury, poisoning, heredity or other prenatal influence.) O.D. _____ O.S. _____

D. If etiology is injury or poisoning, indicate circumstances and kind of object or poison involved. _____

IV. PROGNOSIS AND RECOMMENDATIONS

A. Is pupil's vision impairment considered to be: Stable _____ Deteriorating _____ Capable of improvement _____ Uncertain _____

B. What treatment is recommended, if any? _____

C. When is reexamination recommended? _____

D. Glasses: Not needed _____ To be worn constantly _____ For close work only _____ Other (specify) _____

E. Lighting requirements: Average _____ Better than average _____ Less than average _____

F. Use of eyes: Unlimited _____ Limited, as follows: _____

G. Physical activity: Unrestricted _____ Restricted, as follows: _____

TO BE FORWARDED BY EXAMINER TO:

Date of examination _____

Signature of examiner _____ Degree _____

Address _____

If clinic case: Number _____ Name of clinic _____

PREFERRED VISUAL ACUITY NOTATIONS

DISTANT VISION. Use Snellen notation with test distance of 20 feet. (Examples: 20/100, 20/60). For acuities less than 20/200 record distance at which 200 foot letter can be recognized as numerator of fraction and 200 as denominator. (Examples: 10/200, 3/200). If the 200 foot letter is not recognized at 1 foot record abbreviation for best distant vision as follows:

HM	HAND MOVEMENTS
PLL	PERCEIVES AND LOCALIZES LIGHT IN ONE OR MORE QUADRANTS
LP	PERCEIVES BUT DOES NOT LOCALIZE LIGHT
No LP	NO LIGHT PERCEPTION

NEAR VISION. Use standard A.M.A. notation and specify best distance at which pupil can read. (Example: 14/70 at 5 in.)

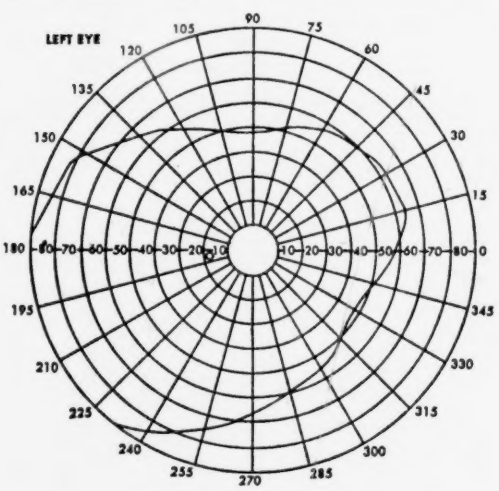
TABLE OF APPROXIMATE EQUIVALENT VISUAL ACUITY NOTATIONS

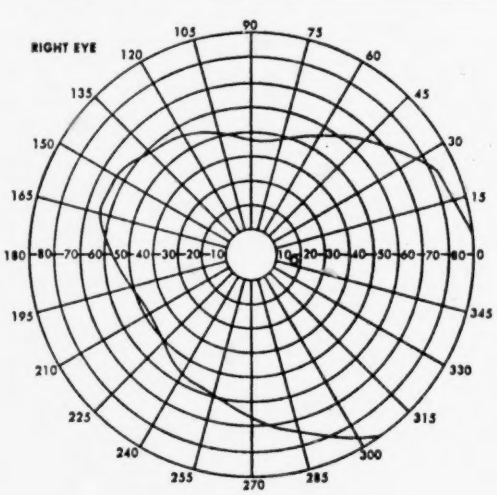
These notations serve only as an indication of the approximate relationship between recordings of distant and near vision and point type sizes. The teacher will find in practice that the pupil's reading performance may vary considerably from the equivalents shown.

Distant Snellen	*Near*			*% Central Visual Efficiency for Near*	*Point*	*Usual Type Text Size*
	A.M.A.	*Jaeger*	*Metric*			
20/20 (ft.)	14/14 (in.)	1	0.37 (M.)	100	3	Mail order catalogue
20/30	14/21	2	0.50	95	5	Want ads
20/40	14/28	4	0.75	90	6	Telephone directory
20/50	14/35	6	0.87	50	8	Newspaper text
20/60	14/42	8	1.00	40	9	Adult text books
20/80	14/56	10	1.50	20	12	Children's books 9-12 yrs
20/100	14/70	11	1.75	15	14	Children's books 8-9 yrs.
20/120	14/84	12	2.00	10	18	Large type text
20/200	14/140	17	3.50	2	24	
12.5/200	14/224	19	6.00	1.5		
8/200	14/336	20	8.00	1		
5/200	14/560					
3/200	14/900					

FIELD OF VISION. Record results on chart below.

Type of test used:_____ Illumination in ft. candles:_____





Test object: Color(s)_____ Size(s)_____

Distance(s):_____

Test object: Color(s)_____ Size(s)_____

Distance(s):_____

Stat 4 Rev/665/20M National Society for the Prevention of Blindness, 16 East 40th Street, New York, N.Y. 10016

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS
AND
PUPIL PERSONNEL SERVICES
425-2001

EMERGENCY MEDICAL AID

Date _____

Name _____ Birthdate _____

Male Guardian _____

Female Guardian _____

Address _____ Telephone _____

I give the Department of Programs for Exceptional Children and Adults and Pupil Personnel Services permission to seek emergency medical aid for my child in case of an accident if I am not available for consultation.

Signature _____

The underlined items below must, by law, be included in each child's record upon enrollment:

Family Doctor:

Dr. _____

Address _____

Telephone _____

Other doctor located near the school in case family doctor cannot be reached or in case of dire emergency:

Dr. _____

Address _____

Telephone _____

Two relatives or neighbors who can be contacted in case of emergency:

Name _____

Address _____

Telephone _____

Name _____

Address _____

Telephone _____

In case of local emergency, you may leave my child with the person listed below: Some place other than the child's home must be listed.

Name _____ Telephone _____

Address _____

Additional instructions or comments _____

_____

_____

_____

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES
(425-2001)

I. PLACEMENT REFERRAL

To: Placement Committee

From:_____

Date:_____

On_____(date), _____(recommending body)
recommended that_____(student) be considered for:

a) Placement in_____program as soon as possible.

b) Placement on the waiting list for_____program.

Placement recommended for_____

c) Other_____

II. PLACEMENT COMMITTEE ACTION

To:_____

Subject:_____

Date:_____

_____1. Will be placed in_____program.

Date of action:_____

_____2. Will be placed on _____program's waiting list.

_____3. Other:_____

_____

_____

Placement Committee

_____ Jack Wendt
_____ Bob Mathew
_____ Hazel Smith
_____ Bill Norris

PR-21
10/70

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
AND
PUPIL PERSONNEL SERVICES

VOCATIONAL SKILLS PROGRAM FOR THE BLIND

Candidate Screening Summary

NAME_____ M___ F___ BIRTHDATE_____

ADDRESS_____ CITY & COUNTY_____

TELEPHONE_____ V.A._____ DIAG._____

SCHOOL_____ COUNSELOR_____

ADDRESS_____ PRINCIPAL_____

TELEPHONE_____ CONTACT_____

IND. ARTS TEACHER_____

WORK EXPERIENCE COORD._____

PREVIOUS CLASSES OF IND. ARTS_____

COMMENT:

PREVIOUS WORK EXPERIENCE_____

COMMENT:

PAID WORK IN ANY INDUSTRIAL RELATED FIELD_____

COMMENT:

CANDIDATE'S FUTURE GOALS:

PROPOSED PROGRAM:

GOALS:

_____
Vocational Skills Specialist

Date_____

PR-25
9/70

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS
AND
PUPIL PERSONNEL SERVICES
425-2001

PARENT CONFERENCE REPORT

Date _____

Pupil _____ Birth Date _____

Present Guardians _____

Address _____

TEACHER _____ SCHOOL _____

PR-12 2/72 To be made in triplicate

OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES
425-2001

INSTRUCTIONAL OBJECTIVES

Program _____ Date _____

Pupil's Name _____ Age _____

General Pupil Information:

Instructional Goals:

Instructional Objectives:

PR-30 11/71

Teacher _____

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS
AND
PUPIL PERSONNEL SERVICES
425-2001

FIELD TRIP PERMISSION SLIP Date _____

I give permission for my child _____ _____

to go on field trips in connection with the special education program.

Signature of guardian _____

AUTHORIZATION FOR PUBLIC INFORMATION

Publicity, including articles in newspapers and magazines, can be of great benefit in enlisting support to improve special services to children. Pictures taken of your child will be supervised by a member of the Office of Education staff.

I hereby agree that my child _____

may be photographed for publicity in connection with the special education program.

Signature of guardian _____

PR-5 8/71

DAILY SCHEDULE FOR THE _____ PROGRAM

Teacher's Name: _____

Home Address: _____
Street

_____
City

Phone at home: _____

Day of Week	TIME	SCHOOL/OFFICE	SCHOOL PHONE	STUDENT	COUNSELOR (if any)
Monday	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
Tuesday	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
Wednesday	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
Thursday	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
Friday	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				
	_____ to _____				

OFFICE OF EDUCATION
COUNTY OF SANTA CRUZ
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

CONFERENCE CLAIM

Trip to and purpose of	Date	Meals B L D	Hotel	Travel Fare (public carrier)	Other Expense Explanation	Other Expense Cost	TOTAL
					TOTAL		

Signature: _____

Dept: _____ Approved: _____

Date: _____ Date: _____

Submit in Duplicate

ATTACH RECEIPTS FOR: PLANE, TRAIN, BUS FARE, HOTEL, REGISTRATION, AND PARKING IN EXCESS OF $1 PER DAY. NO EXCISE TAX PAID WILL BE REIMBURSED. DO NOT INCLUDE MILEAGE OF PRIVATE VEHICLE ON THIS CLAIM.

CASE COMMENTARY

Name _____ School _____
Last First

Date	Consultant	Services

Guardian:
Address:

Phone:

SUMMARY OF SERVICES

Name _____ School _____
Last First

Date	Consultant	Action

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

REQUEST FOR AUTHORITY TO TRAVEL

Consultant: _____

Department: _____

Name of Conference: _____

Location of Conference: _____

Dates (incl.): _____

Mode of Travel: _____

(Exemption certificate required for plane, bus, or train fare. Obtain from Chief School Accountant before purchasing ticket.)

Estimated Cost:

Travel:	_____
Lodging:	_____
Meals:	_____
Dues or Registration:	_____
TOTAL COST	_____

_____ Signed _____ Date

_____ Approved (Department Head) _____ Date

_____ Approved (Superintendent) _____ Date

I am requesting advance (E.C. 13002) of $_____. (Not to exceed total approved amount.)

This request must be approved prior to date of conference. If advance is needed, request must be submitted 45 days before conference, to process warrant.

Submit in duplicate to your department head.

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES

Date:

Sirs:

The Santa Cruz County Transcribers Guild would like to obtain your permission to transcribe the following book(s) into braille. These books are to be used by young blind students in the Public Schools.

Title	Author	Edition	Copyright Dates

Thank you for your consideration.

Sincerely,

RICHARD R. FICKEL, SUPERINTENDENT

Santa Cruz Braille Transcribers' Guild
1916 Capitola Road
Santa Cruz, California 95060

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN AND ADULTS
AND PUPIL PERSONNEL SERVICES

COLLEGE ORIENTATION PROGRAM FOR THE BLIND STUDENT

June 26 - August 4, 1972

offered by

California Department of Rehabilitation

in cooperation with

University of California Extension/Santa Cruz
and
Santa Cruz County Office of Education

For six weeks this summer, persons legally blind who plan to enter college in the Fall of 1972 will have the opportunity to participate in a specially designed program for college-bound blind students. By living on the University of California campus at Santa Cruz and by taking a carefully planned program of studies, the blind student will have an opportunity to experience college life and to learn how to deal effectively with problems encountered by the blind student when he enters a regular college program.

The program will offer:

- experience with a college level course for credit taught by a qualified university instructor.
- Grade III Braille.
- use of the Abacus.
- knowledge of study aids and resources available for the blind college student.
- group and individual counseling.
- supervised recreation.
- mobility instruction as needed.
- opportunity to live in the residence halls with the option of living with sighted students, eat in the dining hall, use the library, and participate in the community life on the campus of the University of California at Santa Cruz.

The Santa Cruz community is widely known as a vacation spot, with its sandy beaches and moderate climate. The new Colleges of the University provide attractive residential and classroom facilities for summer students. Classrooms are located within

the College, with certain exceptions. The handsome Library provides excellent study resources. A heated swimming pool is open daily. The University of California/ Santa Cruz campus provides a congenial and comfortable setting for a summer study program.

This six-week workshop is limited to 25 students. For consideration applicants must be (1) legally blind, (2) expecting to graduate from high school in June 1972, (3) have immediate plans for enrollment in a college program in the Fall, and (4) have the recommendation of their school principal, and (5) be sponsored by their local Department of Rehabilitation which means applying and being accepted for referral to the program by a Rehabilitation Counselor.

REQUEST FOR APPLICATION INFORMATION:

College Orientation Program for the Blind Student
June 26 - August 4, 1972

Mail to: Jim C. Riley, Coordinator for Services for the Blind
State Department of Rehabilitation
10011 Gilman Street, Berkeley, California 94710
Phone: (415) 464-0855

Name _____
last first (given) middle

Address _____
number/street city zip code

High School _____
name city

College in which you plan to enroll _____

Are you currently a client of the Department of Rehabilitation? ☐ No ☐ Yes

If you are, who is your Rehabilitation Counselor:

_____
name rehabilitation office address

Are you a recipient of full Aid to the Blind? ☐ No ☐ Yes

THIS REQUEST MUST BE RECEIVED NO LATER THAN APRIL 28, 1972

RHM:lmwo
2/29/72

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PLEASE POST

PLEASE POST

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES

ANNOUNCEMENT OF POSITION VACANCY

TO: Placement Agencies, County Offices of Education, Candidates

This office wishes to announce the following vacancy existing in the Santa Cruz County Office of Education:

VOCATIONAL SKILLS SPECIALIST FOR BLIND SECONDARY PUPILS

in the area of: BUSINESS AND/OR DISTRIBUTIVE EDUCATION

CREDENTIAL: Standard Designated Subject Credential.

EXPERIENCE: Two years paid experience in the skill area listed above.

DUTIES: The Vocational Skills Specialist will provide non-visual techniques and vocational expertise in assisting regular business and distributive education teachers who have integrated visually handicapped students into their classrooms. The Specialist will also provide training, counseling, and help establish work experience stations for blind pupils in secondary and post-secondary schools in a five-county area (Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz).

STARTING SALARY: $7,211 to $11, 435 plus $300 increment for M.A. and Ph.D. degree, (plus mileage allowance).

WORK YEAR: July 1, 1971 through June 30, 1972 (220 day-work year).

APPLICATION INSTRUCTIONS: Qualified candidates should write for an application form and have confidential papers sent to:

Dr. William Zachmeier, Assistant Superintendent
Educational Services
Santa Cruz County Office of Education
701 Ocean Street, Room 200
Santa Cruz, CA 95060

APPLICATIONS MUST BE RECEIVED BY SEPTEMBER 20, 1971

VOCATIONAL SKILLS TRAINING PROGRAM

Daily Log

Name:_____ Date:_____

STAFF ACTIVITY	HOURS	COMMENTARY/TEACHER
Direct		
1. Instruction	_____	_____
2. Home visits	_____	_____
3. Counseling-Guidance	_____	_____
4. In-service training	_____	_____
- student	_____	_____
- parent	_____	_____
- staff	_____	_____
Indirect		
5. Staff & departmental meetings	_____	_____
6. In-service training	_____	_____
7. School contacts & observations	_____	_____
8. Consultation with agencies	_____	_____
- family	_____	_____
- in-service training	_____	_____
- agency	_____	_____
9. Lesson preparation	_____	_____
Clerical		
10. Report writing	_____	_____
11. Data storage	_____	_____
12. Administrative	_____	_____
13. Data compilation	_____	_____
14. Evaluation	_____	_____
Other		
15. Travel	_____	_____
16. Public information activities	_____	_____
17. Professional information activities	_____	_____
18. Divergent thinking and innovative activities	_____	_____

110800
9/1971

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

Please respond to:

2643 Park Avenue
Soquel, CA 95073

Dear

This letter of introduction and information is to report to you that the Vocational Skills Training Program for the Blind (VSTP) will be working with _____at_____this_____Semester. The Vocational Skills Specialist assisting_____in_____ _____class will be _____.

The VSTP was initially funded in January 1970, under Part D, Exemplary, of the Vocational Education Amendments of 1968. The purpose of this itinerant 3-year project is to 1.) integrate blind and partially sighted students into existing vocational education classes, 2.) train the regular vocational instructors in non-visual teaching techniques and methodology, and 3/) develop curriculum manuals and evaluation documents to assist vocational educators to implement and replicate a similar project.

Specialized equipment and supplies needed for instruction are provided by the project in order to give each student a relevant school experience, leading to eventual gainful employment. For students terminating their educational program, job placement services are available.

Pupils enrolled in grades seven through fourteen in the counties of Monterey, San Benito, San Mateo, Santa Clara and Santa Cruz may participate in this vocational training and counseling program. There are no fees or charges. The VSTP is administered from the Santa Cruz County Office of Education.

If you desire additional information about the Vocational Skills Training Program or if I can be of further assistance, please do not hesitate to contact the project staff.

Sincerely,

RICHARD R. FICKEL, SUPERINTENDENT

_____
Gene H. Russell, Ed.D.
Vocational Skills Training Program for the Blind
Programs for Exceptional Children and
Adults and Pupil Personnel Service

Enclosures - 2

110800
9/1971

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES

PARENT CONFERENCE CHECKLIST

Introduction:

This checklist was designed to assist in the dialogue between parent and teacher by identifying major or key topics that may be discussed during the parent conference. The checklist should be attached to the Parent Conference Report (PR-12) and the Instructional Objectives Form (PR-30).

Fall	Spring		
		I.	Purpose of conference
		II.	Review of student's goals
		III.	Review of objectives
			A. Behavioral statements
			B. Learning experiences
			C. Evaluation
			D. Analysis and/or revision
		IV.	Cognitive development
		V.	Affective development
		VI.	Psychomotor development
			A. Project production
			B. Dexterity-kinesthesis-coordination
			C. Non-visual techniques
		VII.	Occupational goal - prognosis
		VIII.	Guidance-counseling
		IX.	New directions - emphasis
		X.	Commitment
		XI.	Vision prognosis
		XII.	Reaction to VSTP and/or services
		XIII.	Comments:

110800
1/1972

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEI , SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

Return to:

2643 Park Avenue
Soquel, California 95073

June 10, 1971

Dear

The Vocational Skills Training Program (VSTP) is conducting a survey of visually impaired students to better serve and meet their needs. The answers and information contained on your returned questionnaire will allow the VSTP stall to effectively assist a maximum number of students this coming school year.

Please mail the completed questionnaire in the pre-paid envelope provided, at your earliest convenience.

Sincerely,

Dav Butler, Head Teacher
Vocational Skills Training Program
2643 Park Avenue
Soquel, California 95073
Phone (408) 475-9232

DB:jc

Enclosure

110800
5/1971

VOCATIONAL INTEREST SURVEY

NAME_____

ADDRESS_____

SCHOOL_____GRADE('71-'72)_____

Instructions: Please check the appropriate boxes and respond in the blanks provided.

1. Please write in your Vocational Goal:_____
   [Examples: Medical Transcriptionist or Auto Mechanic. If undecided, name an occupational family that interests you; such as health, foods, or construction.]

2. Indicate Practical Arts or Vocational courses you would like to take this fall:

Industrial Arts	___	Home Economics	___
Auto	___	Foods & Nutrition	___
Metals	___	Family Living	___
Printing	___	Clothing	___
Crafts	___	Home Furnishing	___
Woods	___	Consumer Education	___
General Shop	___	Business	___
Other	___	Typing	___
		Office Machines	___
		Business Math	___
Work Experience	___	Other	___

3. Do you think you may need assistance in enrolling these classes? Yes__No__

4. Would you like information about a particular career(s)? This would be material concerned with job duties, working conditions, salary, training requirements and promotions? Yes__No__ If yes, which career(s)?_____
   _____

5. Would you like information about trade, vocational, or academic programs? Yes__No__ Area of interest:_____

6. Would you be interested in listening to information on occupational and educational opportunities and "on-the-job" interviews with blind persons engaged in various occupations? Yes__No__

7. Do you know about the services provided by Department of Vocational Rehabilitation? Yes__No__

8. Would you like further information about the Vocational Skills Training Program and the services it provides? Yes__No__

Please place in the envelope provided and mail.

VOCATIONAL SKILLS TRAINING PROGRAM FOR VISUALLY HANDICAPPED STUDENTS
2643 Park Avenue
Soquel, California 95073
408-475-9232

110800
5/1971

June 22, 1971

Dear

HELP! DATA NEEDED!

Recently you were mailed a Vocational Interest Survey concerned with your plans for the '71-'72 school year. Your completed questionnaire has not, as yet been received. Will you please take a few minutes right now and complete it and put it in the mail.

Thank you for giving your assistance to this request.

Sincerely yours,

Dav Butler
Vocational Skills Training
Program

110800
5/1971

OFFICE OF EDUCATION
SANTA CRUZ COUNTY
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

December 27, 1971

Dear

This past summer, you courteously completed and returned a Vocational Interest Survey. The results of the survey proved of interest to the Vocational Skills Training Program (VSTP), for example, only 16 percent of those surveyed indicated knowledge about the Department of Rehabilitation and their services.

We were pleased with the inquiries about career information and hope the enclosed materials are of interest to you. Please feel free to contact the VSTP if you have questions or desire additional information.

Sincerely,

RICHARD R. FICKEL, SUPERINTENDENT

Gene H. Russell, Ed.D.
Vocational Skills Training Program for the Blind
Programs for Exceptional Children and
Adults and Pupil Personnel Service

GHR:jac
Enclosures

110800
11/1971

VSTP MINI-SURVEY

Occupational Status

Name_____

Address_____

_____

Phone ( ) _____

Now working or employed? YES_____ NO_____

Describe Position:_____

_____

How long employed?_____

_____

Not now working:_____

Have not worked since leaving school_____

Have held the following jobs since leaving school:

Job:_____ _____

Duration:_____ _____

Reason for leaving_____ _____

I am currently and actively seeking employment doing:_____

_____

I would like someone from the VSTP staff to contact me: YES_____ NO_____

Method_____ Time_____

Area in which I would like assistance or information:_____

_____

110800
12/1971

VOCATIONAL TRAINING PROGRAM

EMPLOYMENT SURVEY INFORMATION*

Job Title_____ D.O.T.No._____

Company_____ Location_____

Manager_____ Date_____

1. What is the average turnover of employees on this job?
   _____1-12 Months; _____1-5 Years; _____Other_____.

2. Are your employment needs seasonal or irregular?
   Busy Period or Season_____
   Slack Period or Season_____

3. How many people do you usually employ for this job?
   Full-Time:_____ Busy Period_____ Slack Period_____
   Part-Time:_____ Busy Period_____ Slack Period_____

4. What are your main sources of employees? (Rate 1-3)
   _____High School Students; Work Study? _____Yes _____No
   _____College Students; Work Study? _____Yes _____No
   _____Placement Office; _____Community College
   _____State Employment Office (HRD)

5. What are your selection procedures?
   _____Verbal Interview
   _____Written Application
   _____Skill or Aptitude Test
   _____License or Union Requirements._____
   _____Experience Requirements. Amount:_____
   _____Selection by Agency._____
   _____Trial Period on-the Job. Time:_____
   _____Other_____

6. What are your training procedures?
   Average Training Period?_____
   Who Supervises Training?_____
   How much training could be accomplished in a vocational classroom?_____
   _____

7. What personal qualities, attitudes and skills are most important for this job?
   Qualities:_____
   Attitudes:_____
   Skills:_____

8. What are your most common reasons for firing an employee?
   _____
   _____

9. Do you believe that the public high schools should have more vocational classes to prepare students for employment?
   _____Yes _____No

*Courtesy of John Foster, Coordinator of Work Study Program for the Handicapped, Oroville,CA.

110800
11/1971

COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
SANTA CRUZ, CALIFORNIA

PROGRAMS FOR EXCEPTIONAL CHILDREN
& ADULTS & PUPIL PERSONNEL SERVICES

GUIDE ASSESSMENT

VOCATIONAL SKILLS TRAINING PROGRAM

For The

VISUALLY HANDICAPPED

Your cooperation is solicited in completing this evaluation instrument.

1. What is your overall impression of the Curriculum Guide?

_____Excellent _____Above Average _____Average _____Below Average _____Poor

2. What is your reaction to the non-visual techniques and content contained in the Curriculum Guide?

_____Excellent _____Above Average _____Average _____Below Average _____Poor

3. What is your reaction to the format of the Curriculum Guide?

_____Excellent _____Above Average _____Average _____Below Average _____Poor

4. Would you use a written guide similar to this in working with a visually handicapped student in your vocational area(s)?

_____Yes _____No _____I don't know

5. How interested are you in obtaining such a Curriculum Guide?

_____Very Interested _____Somewhat Interested _____I don't care one way or another

_____Not too interested _____Not at all interested

6. Other general comments:

110800
2/24/72

WORKSHOP EVALUATION

Vocational Skills Training Program

For The Visually Handicapped

Your cooperation is solicited in completing this evaluation instrument.

1. What is your overall impression of the session?

   _____Outstanding _____Good _____Poor

2. Do you feel you have benefited from this session? _____Yes _____No

   If so, in what way?_____

   _____

3. What was the highlight of the session?_____

   _____

4. How would you appraise the value of the video tape?

   _____Outstanding _____Good _____Poor

   a. What did you get out of it?_____

      _____

      _____

   b. What did we do wrong?_____

      _____

      _____

5. Other general comments:

110800
3/72

TASK ACCOUNTABILITY

TASKS	AGENCY RESPONSIBLE			
	VSTP	State Dept. of Rehabilitation	State Dept. of Education	Other
Putting materials onto tape				
Putting materials into Braille				
Putting materials into large print				
Putting materials onto condensed speech tapes				
Securing talking book records				
Securing talking book machine				
Making Braille labels, LP labels				
Teaching Orientation and Mobility Skills				
Sighted guide techniques				
Long cane techniques				
Guide dog				
Forearm technique				
Cross body technique				
Daily Living Skills				
Food preparation				
Table etiquette				
Laundry				
Cleaning-household chores				
Serving				
Social graces				
Personal care				
Clothing				
Personality development				
Money management				
Ability to converse, conversational skills				
Understand social amenities appropriate for given situation				
Shopping for groceries				

TASKS	AGENCY RESPONSIBLE			
	VSTP	State Dept. of rehabilitation	State Dept. of Education	Other
Shopping for household items, clothing, etc.				
Home maintenance skills				
Counseling and Evaluation				
Intelligence				
Personality				
Manipulative				
Aptitude				
Vocational interest				
Achievement				
Counsels with Parents				
Counsels with Child				
Counsels with Teacher				
Instruction				
Braille reading readiness				
Braille				
Abacus				
Math				
Pre-mobility skills				
Train vocational skills specialists				
Train teachers of the non-handicapped in non-visual methods				
Prepare non-visual teaching manuals				
Provide aids and applicances				
Provide vocational tools				
Financial Aid				
Information on State Aid				
Information of his rights				
Vocational Rehabilitation				
Initial contact with Dept. of Rehabilitation				
Psychological testing				

TASKS	AGENCY RESPONSIBLE			
	VSTP	State Dept. of Rehabilitation	State Dept. of Education	Other
Job placement				
Industrial training				
Sheltered and/or production shops				
Placement into Orientation & Mobility Center				
Employment survey				
Job interview training				
Resume and application preparation				
Social Security card				
Vision Care				
Vision screening				
Glasses				
Medical assistance				
Obtains eye specialists vision reports				
Pre-school examination				
Pre-school services				
Adult blind services				
Blind servicemen and veterans				
Vocational education instruction				
Placement into vocational education				
Placement into work experience				
Work experience coordination				
Reader service				
How to become a reader				
How to become a transcriber				
How to obtain a reader, pay, etc.				
How to locate a transcriber				
Recreational skills, actual experience with. . .				
Avocational activities				
Clubs and associations				

TASKS	AGENCY RESPONSIBLE			
	VSTP	State Dept. of Rehabilitation	State Dept. of Education	Other
Information and referral				
Physical exercise				
"Blindisms", behavior modification				
Medical Diagnosis				
Referral for Testing				
Screening of Referrals				
Medical History				
Medical Case Finding				
Transportation of Student to Testing Facility				
Physical Examination				
Speech Testing and Assessment				
Hearing Testing and Assessment				
Psychological Testing and Assessment				
Educational Testing and Assessment				
Parent Follow-up Conference				
In-service Training of Staff				
Case Conference				
Discussion, Diagnosis & Recommendations				
Sending Package of Recommendations to School				
Discussion with Students' Teacher(s)				
Follow-up Interviews with Parent(s)				
Preliminary Case Conference - Informational				
Problem Identification				
Public Health Assistance				
Notification of Public Health Office				
Instruction of Family on Caring for a V.H. Child				
Testing of Work Conditions (lights, noise, etc.)				
Social Welfare				
Determination of Eligibility (blindness)				

TASKS	AGENCY RESPONSIBLE			
	VSTP	State Dept. of Rehabilitation	State Dept. of Education	Other
Making of Application				
Determination of Financial Assistance (need)				
Determination of Services				
Provision of Services				
Family Counseling - Home				
Family Counseling - Social Services Office				
Provision of Literature and Information				
Assistance in Location of Funds				
Informing Clients about Avenues of Appeal				

ANALYSIS OF JOB OPERATIONS

WORKSHEET

JOB TITLE: _____

JOB OPERATION	IMPORTANCE	

-VSTP
-110800

TASK ENUMERATION

WORKSHEET

JOB TITLE: _____

JOB OPERATION: _____

IMPORTANCE OF OPERATION: _____

TASK

For APH use only

Advised of previous transcription

_____ date

American Printing House for the Blind

INCORPORATED

P. O. Box 6085
1839 Frankfort Avenue, Louisville, Ky. 40206

Telephone: 502-895-2405

Report of
INTENTION
Title
(Send to APH)

REPORT FORM FOR CENTRAL CATALOG OF VOLUNTEER-PRODUCED BOOKS

BRAILLE

Book Title _____ Edition _____
(Give grade level if part of name in a textbook series) (If given in title)

Series Name (if textbook) _____ School Grade: _____

Author(s) _____
(List all names, last name first, and separated from each other by semicolons)

_____

Ink-print Publisher _____
(Include also city and state of publisher's address)

Copyright Dates _____
(List all dates in same order as found in copyright)

Permission to Reproduce: Blanket Agreements: ATPI _____ AAUP _____ CBC _____ Obtained by Transcriber or Tr. Agency _____ Report Date of Intention to Copy _____

Name and Address of Transcribing Group _____

_____

Name of Transcriber _____ Address of Transcriber _____

Certified by Library of Congress? Yes _____ No _____ When _____

* * *

Grade of Braille _____ Style of Embossing _____ Written on Braillewriter ( ) Or Slate ( )
(One-side; one-side every other line; interlined)

No. of Volumes _____ No. of pages per volume _____ Total Pages _____
(By individual volumes)

Multiple-copy Edition _____ Single-copy Edition _____ Can you provide Thermoform copies? _____

Copies for Sale? _____ For Rent? _____ For Loan? _____

Page Size _____ Name of Proofreader _____ Year Transcribed _____ "Completion" Report Date _____

Proofreader Certified by Library of Congress? Yes _____ No _____ When _____

Name and Address of Depository for Title _____

CHAPTER VIII

FUNCTIONS OF THE STAFF

The process of task analysis, a technique of decomposing jobs into their various elements, is familiar to most educators. The application of task analysis, however, forces one to stop and think through the activities that lead to successful job performance.

The data contained on the following pages is intended to give an overview of the activities for which each staff member was being held accountable. This information was assembled after a period of actual on-the-job employment. The Job Description information, on the other hand, was prepared prior to the hiring of certified staff and classified personnel.

The worksheets, terms, and definitions enclosed are from material developed by The Eckman Center, 6355 Topanga Canyon Boulevard, Woodland Hills, California 91364.

I. Definition of Terms

A. Job Title. A name identified with a complex activity. A handle not necessarily descriptive, often misleading.

B. Job Operation. A primary function of the job. A duty. Could be a job in itself.

II. Criteria for Determining the Importance of Job Operations

Level	Criteria
1	Extremely critical to job performance. Operations of this level directly contribute to the achievement of the basic purpose for which the job was created.
2	Moderately critical to job performance. Operations of this level contribute indirectly to the achievement of the objective(s) of the job.
3	Not particularly critical to job performance. Operations of this level are not related to the achievement of the objective(s) of the job; furthermore, these operations often may be performed by persons holding related, but different, jobs.

ANALYSIS OF JOB OPERATIONS

Worksheet

JOB TITLE: Program Director(s), Vocational Skills Training Program

Job Operation	Importance
1. Staff recruitment	1
2. Staff appointment	1
3. Staff supervision	1
4. Coordination of the program	1
5. Calling of meetings of the advisory committee	1
6. Application preparation	1
7. Critique of program products	1
8. Staff and departmental meetings	2

JOB TITLE: Head Teacher, Vocational Skills Training Program

Job Operation	Importance
1. Report writing	1
2. Consultation with agencies	2
3. Public information activities	2
4. Professional information activities	2
5. Staff and departmental meetings	1
6. Travel	1
7. Administrative details	1
8. School contacts	2
9. Preparation of communique' (newsletter)	1
10. "Trouble-shooting"	2
11. Project evaluation	1
12. Staff evaluation	1

JOB TITLE: Vocational Skills Training Specialist

Job Operation	Importance
1. Location of students	1
2. Contacts with school administrators	1
3. Direct instruction with student	1
4. In-service training of regular vocational instructor	1
5. Travel from school to school	1
6. "Trouble-shooting"	2
7. Staff and departmental meetings	2
8. Lesson preparation	1
9. Dissemination of information	3
10. Curriculum development	2
11. Consultation with agencies	3
12. Contacts with employers	3
13. Evaluate student achievement	1
14. Maintain professional competence	1

JOB TITLE: Counselor, Vocational Skills Training Program

Job Operation	Importance
1. Contacts with school administration	2
2. Testing of students	1
3. Contacts with work experience coordinators	1
4. Contacts with employers	1
5. Contacts with agencies	2
6. Travel	1
7. "Trouble-shooting"	2
8. Establish work experience programs	1
9. Dissemination of information	2
10. In-service training of counselors and work experience coordinators	1
11. Maintain professional competence	1

JOB TITLE: Secretary, Vocational Skills Training Program

Job Operation	Importance
1. Typing - letters, memos, documents, reports, requisitions, and various forms. From rough draft, marginal notes, compose routine letters. Ditto, mimeograph, offset masters.	1
2. Telephone - messages, answer inquiries, make appointments, make calls.	2
3. Filing - Pupil case files, correspondence, requisitions & purchase orders, bibliography, inventory of equipment, lists of teachers & resource people working with V.H. students.	1
4. Mail - distribute and route. Postage meter.	2
5. Reproduction - using Xerox, ditto machine, mimeograph.	1
6. Janitorial - empty wastebaskets, dust, keep paper towels and toilet paper in supply.	3
7. Supplies - keep a supply of necessary forms, and office items on hand.	1

JOB DESCRIPTION

Vocational Skills Instructor - Visually Handicapped - Homemaking

Tasks Performed

20% Enroll visually handicapped students who attend public and private schools grades seven (7) through fourteen (14) into regular pre-vocational and vocational education programs as they exist in the school districts within the Five County Vocational Education Program area.* Provide direct instruction to the student at his/her school in conjunction with the regular vocational instructor in that school.

5% Work with parents, teachers, administrators and counselors regarding vocational planning, instruction and training for the visually handicapped student.

40% Provide in-service training to the regular Vocational Education Teacher such that the visually handicapped student will be allowed to compete with the sighted student as an active participant and future candidate for vocational guidance and placement.

5% Provide any necessary braille or special material essential to the full participation and consideration to acquire and maintain contemporary saleable skills in Trade and Industry, Business, and Distributive and Homemaking Occupations.

30% Travel from school to school as an Itinerant Vocational Consultant and Teacher.

*San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey Counties.

JOB DESCRIPTION

Vocational Skills Instructor - Visually Handicapped - Trade and Industrial

Tasks Performed

20% Enroll visually handicapped students who attend public and private schools grades seven (7) through fourteen (14) into regular pre-vocational and vocational education programs as they exist in the school districts within the Five County Vocational Education Program area.* Provide direct instruction to the student at his/her school in conjunction with the regular vocational instructor in that school.

5% Work with parents, teachers, administrators and counselors regarding vocational planning, instruction and training for the visually handicapped student.

40% Provide in-service training to the regular Vocational Education Teacher such that the visually handicapped student will be allowed to compete with the sighted student as an active participant and future candidate for vocational guidance and placement.

5% Provide any necessary braille or special material essential to the full participation and consideration to acquire and maintain contemporary saleable skills in Trade and Industry, Business, and Distributive and Homemaking occupations.

30% Travel from school to school as an Itinerant Vocational Consultant and Teacher.

*San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey Counties.

JOB DESCRIPTION

Vocational Skills Instructor - Visually Handicapped - Distributive Education

Tasks Performed

20% Enroll visually handicapped students who attend public and private school grades seven (7) through fourteen (14) into regular prevocational and vocational education programs as they exist in the school districts within the Five County Vocational Education Program area.* Provide direct instruction to the student at his/her school in conjunction with the regular vocational instructor in that school.

5% Work with parents, teachers, administrators and counselors regarding vocational planning, instruction and training for the visually handicapped student.

40% Provide in-service training to the regular Vocational Education Teacher such that the visually handicapped student will be allowed to compete with the sighted student as an active participant and future candidate for vocational guidance and placement.

5% Provide any necessary braille or special material essential to the full participation and consideration to acquire and maintain contemporary saleable skills in Trade and Industry, Business, and Distributive and Homemaking occupations.

30% Travel from school to school as an Itinerant Vocational Consultant and Teacher.

*San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey Counties.

JOB DESCRIPTION

Counselor: Work Experience and Vocational Education

Tasks Performed

20% Establish work experience programs for visually handicapped students in a Five County Area.* Work with county businesses and industries to promote work and training opportunities to as many visually handicapped high school students as possible.

40% Assist school administrators, teachers and work experience counselors in opening new vocational and career guidance programs and help provide vocational information materials specifically designed to assist visually handicapped students.

10% Act as a direct liaison with industry and business to provide placement of qualified visually handicapped students in jobs compatible to the student and potential employer.

5% Coordinate all the vocational educational areas within the Five County Vocational Skills Program and oversee the ultimate placement of the student who is receiving the services from the Five County Vocational Skills Program.

*San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey Counties

CHAPTER IX

UTILIZATION OF RESOURCES

Problems or fears concerning the visually handicapped can generally be resolved through education and/or the attainment of new information. The information contained in this section was compiled for the purpose of making data on the subject at hand more readily available. The information contained herein is by no means all inclusive. The ideas, names, and addresses should be of assistance in initial efforts to better utilize the existing and perhaps more widely known resources. It should be kept in mind, however, that agencies are not always the panacea to ones problems. Agencies themselves are occasionally confronted with special problems. The inability of existing resources to meet the demand for services and the inadequacy of financial support made available for services are two examples of these difficulties.

PUBLIC AGENCIES THAT EXIST IN MOST COMMUNITIES

1. Human Resources Development
   a. Manpower Development and Training Centers (MDTA)
   b. Job placement
   c. Aptitude testing
   d. Vocational counseling
   e. Handicapped specialists
   f. Youth Opportunity Centers
   g. Wage and hour exemptions
   h. Concentrated employment programs
   i. Cooperative Area Manpower Planning Systems (CAMPS)
2. Department of Rehabilitation
   a. Mobility instruction

b. Home teaching

c. Sheltered workshops (also private)

d. Vocational counseling

e. Vocational training

f. Specialized equipment and modifications

3. Department of Public Health

a. Crippled children's clinics

b. Mental health clinics

c. Speech and hearing clinics

4. Department of Social Welfare

a. Child welfare

b. Aid to the disabled program

c. Work Incentive Programs (WIN)

PRIVATE OR NON-PROFIT AGENCIES THAT EXIST IN MOST COMMUNITIES

1. Chambers of Commerce
2. Goodwill Industries
3. Optometric Society
4. Society for the Blind
5. National Aid to Visually Handicapped
6. Lighthouse for the Blind
7. Recording for the Blind, Inc.
8. Association on Recreation Services for the Handicapped
9. Vision rehabilitation centers
10. Parent Groups
11. Service Clubs
12. Social Clubs
13. Braille transcription projects

14. Easter Seal Society for Crippled Children and Adults

15. Guide Dogs for the Blind, Inc.

16. Society for the Prevention of Blindness

17. Youth Centers

18. Sight Conservation Research Centers

19. Youth Community Workshops

20. Variety Club Blind Babies Foundation

EDUCATIONAL SERVICES

1. State Department of Education

   a. The California School for the Blind
   3001 Derby Street
   Berkeley, California 94705
   Everett Wilcox, Superintendent

   b. Clearinghouse-Depository for the Visually Handicapped
   Master Tape Library
   1320 K Street
   Sacramento, California 95814
   Fred Sinclair, Supervisor

   c. California State Library
   Books for the Blind and Physically Handicapped
   721 Capitol Mall
   Sacramento, California 95814

   d. Dorothy Misbach,
   Consultant in Education of the Visually Handicapped
   721 Capitol Mall
   Sacramento, California 95814

   e. Joan Sweeney,
   Consultant in Education of the Visually Handicapped
   217 West First Street
   803-H State Building
   Los Angeles, California 90012

   f. Wayne Campbell,
   Coordinator of Program Development
   Vocational Education for the Handicapped
   721 Capitol Mall
   Sacramento, California 95814

2. State Department of Rehabilitation

   a. Division of Rehabilitation of the Blind
      1500 Fifth Street
      Sacramento, California 95814
      David R. Mendelson, Chief

   b. California Orientation Center for the Blind
      400 Adams Street
      Albany, California 94706
      Allen G. Jenkins, Administrator

ADDITIONAL SELECTED SOURCES OF INFORMATION AND MATERIALS[1]

1. American Foundation for the Blind
   15 West 16th Street
   New York, New York 10011

   Consultation services; aids and appliance catalog; catalog of publications, films, posters; publishes The New Outlook for the Blind, a monthly professional journal.

2. American Library Association
   50 East Huron Street
   Chicago, Illinois 60611

   Has a selective list of reading aids for the handicapped. The list includes information on commercially manufactured equipment, magnifiers, duplicating firms, page turners, projectors and readers, reading stands, talking book machines, talking books, and large-type books.

3. American Printing House for the Blind
   P.O. Box 6085
   1839 Frankfort Avenue
   Louisville, Kentucky 40206

   A major source of textbooks in braille and large print. Catalogs of braille publications, tangible materials (slates, maps, paper, etc.) large print publications, music publications, recorded aids, and vacuum-formed, plastic-plate braille. Information concerning texts located at other sources may be obtained from textbook consultant.

4. Clovernook Printing House for the Blind
   7000 Hamilton Avenue
   Cincinnati, Ohio 45231

   Prints books and magazines for children, young people and adults in braille. American Girl, Boy's Life, Braille Variety News, Galaxy, Seventeen, Lion's International Juvenile Braille Monthly, religious publications, calendars, cookbooks, paper, playing cards.

[1] Allen Berger and Constance R. Kautz, "Sources of Information and Materials For Blind and Visually Limited Pupils", Elementary English, Vol. XLVII (December 1970), pp. 1101-1103.

5. Dialogue Publications, Inc.
3132 Oak Park Avenue
Berwyn, Illinois 6-4-2

National recording service; magazine issued quarterly on 10 inch records at 16 2/3 rpm.

6. Division for the Blind and Physically Handicapped
Library of Congress
Washinton, D.C. 20542

Available to borrow is a talking book machine, listing of regional libraries serving each part of the U.S.

7. Educational Materials Coordinating Unit Visually Handicapped
Office of the Superintendent of Public Instruction
410 South Michigan Avenue
Chicago, Illinois 60605

Through a contract with the United States Office of Education this project permits the Department of Special Education to demonstrate, among other things, how an office of the Superintendent of Public Instruction can coordinate, produce, and distribute educational materials for visually handicapped children and adults.

8. Howe Press
Perkins School for the Blind
Watertown, Massachusetts 02172

Aids and appliances, mathematical devices, brailled games, embossed geographical maps are available.

9. The Lighthouse (New York Association for the Blind)
111 East 59th Street
New York, New York 10022

Low Vision Lens Service (e.g., 2.5 x magnifier).

10. National Braille Book Bank
85 Godwin Avenue
Midland Park, New Jersey 07432

Brailled volumes of technical books in mathematics and science at college level.

11. Recording for the Blind, Inc.
215 East 58th Street
New York, New York 10022

Over 10,000 titles on discs 16 2/3 rpm. or tapes 3 3/4, 1 7/8 ips., 2 or 4 track to be borrowed at no cost by any blind elementary, high school, college, graduate student, or

adult needing educational material. Qualified borrowers may request and have recorded any text not available.

12. Tactile Aids for the Blind, Inc.
2625 Forest Avenue
Des Moines, Iowa 50311

Catalog in print and braille of tangible apparatus, teaching aids.

13. Telephone Pioneers of America
195 Broadway
New York, New York 10007

Activities include making books with various objects attached to pages to illustrate the story which is written in braille and large type.

14. Tests for Handicapped Students
College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

Information regarding college entrance examinations for visually handicapped students. Available also are some tests in large print and in braille.

15. U. S. Office of Education
Washington, D.C.

Various publications are available from Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402. One is Educational Programs for Visually Handicapped Children (Bulletin 1966, No. 6-0E-35070).

CHAPTER X

PROJECT PRODUCTS

Because of the uniqueness of the vocational skills project, numerous requests for information and materials have been directed to members of the project staff. In addition, members of the project have received invitations to give presentations at various seminars, workshops, and institutes. As an innovative and exemplary project, the dissemination of information has proven to be an interesting and worthwhile endeavor.

In the facilitation of these requests and the fulfillment of the project goals, the following written and visual products were developed:

WRITTEN PRODUCTS

1. Brochure. A one page leaflet that briefly describes the Purpose and Objectives of the project. Included are addresses for those requesting additional information.
2. Communique. Quarterly newsletter of the project's activities.
3. Career Activities for the Blind. This 15 page booklet contains ideas for resource, itinerant, and regular teachers to start visually handicapped students thinking about occupations and careers. Developed for junior high students but applicable for other age groups.
4. Programs for the Visually Handicapped. A 12 page booklet that lists and describes vocational and pre-vocational programs in the San Francisco and Monterey Bay Areas. Additional schools, social agencies, and services are also listed.
5. The Vocational Education Teacher and the Visually Handicapped Student. Mimeographed material written to help acquaint

vocational instructors with the idea of integrating a visually impaired student into their Vocational Education class.

6. Curriculum Guide in Home Economics and Curriculum Guide in Industrial Arts. These documents were written to be of aid to vocational education teachers, teachers of the visually handicapped, and the visually handicapped students themselves. Included are non-visual techniques and suggested procedures for the safe operation of machines and economical use of materials found in these subject areas.
7. Project Evaluation Document. A research report that not only describes in detail the development of the Five-County Vocational Skills Training Program, but includes the reaction to and the feasibility of such a program as determined by educators through research instruments.

VISUAL PRODUCTS

1. 35 mm. Slide Presentation. One carousel tray of 80 slides that visually shows activities and resources of the project. Included are pictures of visually impaired persons engaged in vocational and avocational pursuits.
2. Video Tape. A 20 minute video tape that shows a resource teacher assisting one student in Auto Shop and one student in Electronics and a Vocational Skill Specialist instructing a student in the use of the drill press. This 1/2" tape was prepared on a pre-1970 Panasonic unit and, therefore, is not compatible with other video tape units. The tape is in the possession of Wayne Campbell, Coordinator of Program Development,

Vocational Education for the Handicapped, 721 Capitol Mall, Sacramento, California 95814.

All inquiries concerning these products of the Vocational Skills Training Project (excluding the video tape), should be directed to Richard Struck, Director of Programs for Exceptional Children, Santa Cruz County Office of Education, 701 Ocean Street, Santa Cruz, California 95060.

CHAPTER XI

FORMULA TO AID IN DETERMINING NUMBER OF SKILL SPECIALISTS NEEDED

The formula presented is for the specific purpose of assisting project directors in determining the number of vocational skill specialists required to support a program similar to the VSTP. The rationale behind the formula is simply to aid in the making of inferences or guesses about staff requirements. The formula is as follows:

$$\Sigma = \frac{2T + P}{I_1} + \frac{2T + P}{I_2} + \cdots + \frac{C}{5} - M$$

Where: Σ = Greek capital letter, meaning the "sum of" a series of measures

T = travel time in minutes

P = number of minutes in the period(s)

I = a subjective measure of student interest in vocational skill training (see Table a)

C = teacher preparation time in minutes

5 = percent of time allotted for public relations and work experience coordination

M = number of minutes in the working day

Table a. Values of I

I	Degree of vocational interest
1.00	Always
.75	Usually
.50	Sometimes
.25	Seldom
.00	Never

Table b. Number of vocational skill specialists needed

Σ	Number of specialists
0-240	.5
241-480	1.0
481-720	1.5
721-960	2.0
961-1200	2.5
1201-1440	3.0

If, for example, the sum (Σ) totals 1330, table b. indicates that three specialists are perhaps needed to serve blind students in your area. On the other hand, if the sum is a negative number, a resource teacher working in cooperation with the regular vocational education teachers may be sufficient staff to meet your student's vocational needs.

CHAPTER XII

RECOMMENDATIONS FROM THE EVALUATION DOCUMENT

The end-of-the-project research was conducted to investigate the reaction to and the feasibility of a five-county vocational program for the visually handicapped using an itinerant approach for the 1.) skill development of the student and 2.) in-service training of the regular instructor. The findings, conclusions, and recommendations from this investigation may be found in the Evaluation Document.[1]

These recommendations were based on the collected data and the investigator's experiences with the project and are included here in an attempt to further the development of vocational education for the visually handicapped.

1. The positive free response statements, the interest shown in the project, and the ability of the staff to meet the program objectives justify the recommendation that a similar project or projects be replicated in other regions of the state. However, this exemplary and innovative effort to integrate visually handicapped students into regular vocational programs was not without problems. Staff recruitment, funding difficulties, attitudes and fears toward blindness, and time spent in travel are examples of the types of problems encountered by this project. The exposure to these problems will allow others to build upon the experience of the Five-County Vocational Skills Training Program for Visually Handicapped Students.
2. Because of the acceptance and feasibility of the itinerant approach to in-service training, it is suggested that an itinerant in-service team be developed at the state level. This team would be available

[1]Gene H. Russell, Evaluation Document. Santa Cruz, California: Santa Cruz County Office of Education, 1972, pp. 26-28.

on a consulting basis for any district or county with an identified need. The consultant(s) would work directly with the teacher using films, video tapes, demonstrations, and other methods in presenting the non-visual techniques necessary to integrate a visually handicapped student into a regular vocational or career education program.

3. Prospective vocational education teachers should be made aware of the possibility that handicapped students will be enrolled and will participate in career education programs in ever increasing numbers. Presentation and discussion of the methods and techniques used in working with the handicapped should be pursued in undergraduate classes, field trips, and seminars. Colleges and universities that train educators of the handicapped should also devote additional attention to vocational education methodology.

4. The establishment of a state task force to explore the vocational education, work study, work evaluation and career counseling needs of the blind and partially sighted minors is requested. This task force would include representatives of the State Department of Education, Department of Human Resources, private and public agencies conducting test programs, as well as parents and students.

5. An investigation or survey should be conducted to determine the money spent on handicapped individuals enrolled in vocational education programs. In California for school year 1971-1972, the mandated allotment was a minimum of 3 million dollars. This reporting or accountability of funds would facilitate the sharing of information about programs and the proper use of support for the handicapped in vocational education. A clearly stated master plan for the implementation, funding

and fiscal evaluation of a state-wide program of vocational skill training, counseling and job placement for blind and partially sighted minors is needed.

6. There needs to be a clearing house for career and vocational materials for the handicapped at the state level. This office would locate, publish, and disseminate information, literature, and curriculum materials that have been prepared for the handicapped. Future vocational teachers, vocational educators, and non-vocational educators alike need to be informed of the sources available in efforts to assist all students in career education.

7. The assimilation and implementation of concepts and model plans from the 1.) U.S. Commissioner of Education, 2.) National Advisory Council for Vocational Education, 3.) California Career Education Task Force, and 4.) American Foundation for the Blind National Task Force on Career Education should be encouraged. The pronouncements from the Commissioner and the three listed groups concerning the preparation of students for employment are intended for vocational and non-vocational alike. Although the resources and efforts of a three member staff are limited, the goals and objectives of the project are consistent with the current reformation of our entire education system in order to prepare increasing numbers of students for the world of work.

8. Consideration should be given to alternatives to funding vocational education programs for visually handicapped minors, to include such resources as the Department of Rehabilitation and the Department of Social Welfare. Both departments have a vested interest in identifying, training, and providing financial support for blind minors and adults.

Both are concerned that all visually handicapped persons live meaningful lives and are productive. Participation by one or both of these agencies should not be regarded as interference with the mandate of the public school system, nor should the infusion of rehabilitation and social welfare dollars be regarded as supplanting public school funds.

9. Regional summer and extension courses should be developed through San Francisco State and Los Angeles State universities, in cooperation with the State Department of Education, Department of Rehabilitation, Department of Social Welfare, as well as District and County personnel. Course content should include opportunities for "regular" vocational education teachers to develop skills needed to train visually handicapped pupils in the area of vocational education.

CHAPTER XIII

EQUIPMENT AND SUPPLIES

The prepared lists of aids were intended to be all inclusive. The regular vocational instructor, more than likely, will find the visually impaired student capable of learning the techniques to use the appliances and tools already present in the classroom, thus, eliminating the need to purchase or secure most of the items listed. For example, in a woodworking laboratory, a youngster may need only a measuring device (such as a click rule) to function productively and meet the goals and objectives established for him by his teacher.

AIDS FOR ACTIVITIES IN INDUSTRIAL EDUCATION

1. Automechanic Aids:

a. Tire pressure gauge		A.F.B.*	TM132	$ 3.15
b. Precision pressure lock wrench		"	TC143	5.20
c. Sturtevant torque wrench		"	TM327	43.75
d. Starrett micrometer	0" to 1"	"	TM150	34.45
	1" to 2"	"	TM151	37.45
	2" to 3"	"	TM152	39.70
	3" to 4"	"	TM153	42.65
e. Starrett depth mecrometer		"	TM154	44.40

2. Electricity/Electronic Aids:

a. Weller speed soldering iron			
b. Audible multimeter	A.F.B.	TS347	$89.75
c. Servo-voltmeter	"	TS324	166.95
d. Variable frequency power supply	"	TS331	97.00
e. Power indicator	Science for the Blind		
f. Simpson 260 Voltohmeter	" " "		
g. Meter reader	" " "		
h. Transmitter tuning aid	" " "		
i. Recording level indicator	" " "		
j. Capacitance bridge	" " "		
k. Impedance bridge	" " "		
l. Continuity checker	" " "		
m. Light sensors	Science for the Blind 221 Rock Hill Road Bala-Cynwyd, PA 19004		

*American Foundation for the Blind, Inc.

3. Woodworking Aids:

a.	Angle divider	A.F.B.	TC129	$ 5.20
b.	Brad pusher	"	TC130	2.95
c.	Saw guide, miterite	"	TC136	6.05
d.	Quick-wedge screwdriver 4" blade	"	TC138	1.30
	6" blade	"	TC139	1.35
e.	Stanley caliper rule	"	TM149	3.70
f.	Stanley combination square	"	TM155	5.40
g.	Stanley flat steel framing square	"	TM156	8.50
h.	Wood-marking gauge	"	TS157	5.75
i.	Cast aluminum rule	"	TS158	2.60
j.	Telescopic click rule	"	TS159	5.25
k.	Lufkin 6' steel tape	"	TM165	2.10
l.	Lufkin 25' steel tape	"	TM167	5.55
m.	Electronic level-horizontal measurement only	"	TM325	39.50
	horizontal & vertical measurement	"	TM326	50.30
n.	Carpenter's level	"	TS134	9.20
o.	Protractor and saw guide	"	TM137	2.75
p.	Protractor	"	NAM97	.80

4. Drafting Aids:

a. Luxo illuminated magnifier LL8100A $42.50

House of Vision
135-137 N. Wabash Avenue
Chicago, Illinois 60602

b. White light bulb, 8 1/4" diameter fluorescent 4.35

AIDS FOR ACTIVITIES IN DAILY LIVING

1. Food Aids:

(Most equipment can be found in a hardware store)

a. Graduated measuring cups - use for both liquid and dry ingredient measurement
b. Graduated measuring spoons - bend the handles and it will be easier to measure liquids as handle is perpendicular to table top
c. Large Pyrex custard dish - used under measuring cups as overflow dish when measuring liquids
d. Pot holder mitt - has definite form making the manipulation of hot pans much easier than with regular potholder
e. Asbestos pad - for use with delicate cream sauces when fine temperature control is necessary
f. Pot scrubber - used for peeling vegetables
g. Small wide-mouthed containers - store liquids and dry ingredients (such as salt and worchestershire sauce) which are usually measured in small amounts, for greater ease in filling measuring spoons
h. Small covered jars - for more rapid mixing rather than stirring of salad dressing. . . .

i. Scissors - use for chopping leaves finely
j. Braille timer- Braille dots on 1 hr. or 30 min. clock timer face
k. Rubber spatula - much easier to scrape bowls than with spoon
l. Colander - for draining hot water off foods, etc.
m. Sharp knives - work so much better than dull
n. Baster - filling steam iron, remove excess fat
o. Long-handled spoon - position pan on burner
p. Wide mouthed cannisters - so can comfortable scoop dry ingredients into graduated measuring cups
q. Electric mixer on stand - leaves both hands free
r. Wash cloth pinned to apron - for keeping hands constantly clean so will get more accurate tactual cues
s. Pie cutting guide - guides knife when cutting pie
t. Cooper meat thermometer with glass removed - can then feel it
u. Food chopper - for finely chopping hard, crisp food
v. Roast lifter
w. Eye dropper
x. Paper plate - for sifting

2. Clothing Aids:

a. Surgical scissors - easier to cut fabric
b. Magnet - keep track of pins easier, use to pick up spills, too
c. Sewing machine guard - wire around needle
d. Needle threader - threads needle
e. Tape measure - put staples in each inch and 2 at each foot for tactual measurement
f. Self-threading needles - hole in top so press thread through
g. Pins with large heads - easier to use tacturally, can see colors if partially sighted
h. Tiny safety pins - for marking darts tactually
i. Masking tape - mark seam allowance guide on sewing machine

3. Cooking Aids*:

a. Mary Ann Measuring cups Ekco, Chicago 39, Illinois
b. Long handle measuring cups by Foley, Minneapolis, Minn. 55418 ____$1.98
c. Aluminum measuring spoons
d. Stainless steel measuring apoons (bent)
e. Overflow dish
f. Wooden spoon
g. Large canisters
h. Large bowls
i. Large pans
j. Double boiler
k. Asbestos pads--Flame Tamer, A.F.B. KC89___$1.98
l. Colander
m. Timer 30 min CM 29___$6.05 Switch-off model 30 min CM 32___$9.35
60 min CM 30___$6.05 60 min CM 33___$9.35
60 sec CM 31___$6.05 G.E. Interval Timer CM 37__$15.50
All from A.F.B.

n. Pitcher with long spout
o. Long quilted potholder
p. Wall or stationary can opener (leaves both hands free)
q. Cutting board
r. Wash cloth safety pinned to apron
s. Thermo-formed recipes
t. Light weight electric mixer on stand (leaves both hands free)
   G.E. Model M 25
   Fostoria by McGraw Edison Co. Model 46106, Bersted Mnfg. Division, Boonville, Missouri
   Iona by Iona Mnfg.Co., P.O. Box 1165, Manchester,Conn. 06040
u. Easy Clean Beaters by Do-It Corp., Deerfield, Illinois 60015
v. Fry Crisp Filter by Alum Filter Co., Carpenteria, Calif.
w. Plastic Pot scratcher (used as peeler)
x. Food Mill by Foley, Minneapolis, Minn.55418
y. Baby food jars for spices in jars as Spice Island, Crown Colony and Schilling
z. Rolling pin cloth and cover by Foley or by Handi Chef-Welmaid Prod. Inc., Chicago, Illinois
aa. Mirro-Matic Pressure Pan with Charts by A.F.B. KM 65 or KM 66 or KM 67___$14.50 and up
bb. Pastry Pie Cruster by Wecolite
cc. Whistling teakettle
dd. Pie Cutter A.F.B. KC 85___$3.00
ee. Bacon Grid Dri Fry Aluminum Housewares Inc.,St.Louis, Mo. 63101
ff. 3rd Hand by Beihl Products, 15 South Second St., Alhambra, CA.
gg. Rubber gloves that you can feel through 4/79¢
hh. Teflon pans
ii. Cooper meat thermometer with glass removed (could be marked)
jj. Egg Ring by John Clark Brown Inc., Belleville, New Jersey
kk. Tuna Can
ll. Onion Chopper holder
mm. Rotary Mouli grater A.F.B. KM KC 88___$1.69
nn. Bartender pourer A.F.B. KC 246___$3.25
oo. Rubber ball dropper A.F.B. KC 73___50¢, or Drop-a-time MEC 106 ___25¢
pp. Egg Separators
qq. Magna-grip Knife Holder TC 135___$2.50
rr. Automatic Pancake Turner A.F.B. KC 87___50¢
ss. Can Goods Marker plastic and elastic A.F.B. KS 77___$1.85
tt. Potatoe Nails by Wecolite, Teaneck, New Jersey___29¢
uu. Electric fry pan-teflon A.F.B. KM 334 and 337___$24.15 and $25.25
vv. Roast or poultry lifters
ww. Suction cup--holds bowls to counter with 3 pouring bowls by Rubbermaid, Wooster Co., Wooster, Ohio___$3.98
xx. Pot Strainer
yy. Betty Crocker Records, Betty Crocker Kitchens in Golden Valley, 9200 Wayzata Blvd., Minneapolis 26, Minn.
zz. Campbell Cookbook, Campbell Soup Co., Cal den M.J. 08101 (Braille and C.T.) Embossed by Volunteers Service for Blind Inc., 332 S. 13th Street, Philadelphia, Penn. 19107

4. Sewing Aids*:

   a. Needles: Redi-Thread American Foundation for the Blind SEC 113___15¢
      Self-threading AFB Milward SEC 114___15¢
      Self-threading AFB SEC 115___20¢
      Self-threading Clinton___12¢ tp 30¢ from Scoville,Oakville Div. P.O. Box 5028, Spartenburg, So.Carolina 29301
   b. Needle Threaders: Wire Threader--3 free from AFB
      Wink AFB SEC 117___$1.10
      Hexe AFB SEC 118___60¢
      Edwards, A.E. Edwards Inc. New York, New York 63
      Witch from Dorothy Lee, Pocono Mts., Cresco, Pa.
   c. Third Hand Dritz___$1.98
   d. Transparent Thread___29¢ from Gudebrod Bros. Silk Co. Inc., Philadelphia 7, Pa.
   e. Measurement: 5' tape measure AFB SEM 119___95¢
      Pin-it hem gauge AFB SEM 112___$2.10
      Dritz 5' tape measure
      Dritz Plastic Taulorette
      Dritz Metal Sewing Guide
      Cardboard
   f. Magnet AFB SEC 111___25¢
   g. Wrist pin cushion (student made)
   h. Pins with big heads
   i. Box to hold needles upright
   j. Tiny safety pins for marking
   k. Magic Transparent Scotch tape___67¢
   l. Sewing Machine Aids
   m. Self-threading needles
   n. Dyno Snip Grip___79¢ from Dyno Merchandise Corp., New York 1, New York.
   o. Threaders: White Sewing Machine___39¢, White Corp., Cleveland, Ohio
      Singer___95¢, Singer Mnfg. Co.
   p. Stitching Guides: White Co.___29¢, Cleveland, Ohio
      Dot Young, R#2 Box 97, Clermont, Fla. 32711
   q. Masking tape
   r. Ready Cut Out Dress
   s. Sears has sewing machine with easy buttonhole attachment.

5. Handwriting Aids*:

   a. Templet Signature Card for Blind
   b. Templet Envelope Addresser — Stevens Bros. Foundation Inc.
   c. Templet Letterwriter for the Blind — 610-12 Endicott Bldg.
   d. Giant Embossed Telephone Dial — St. Paul, Minn. 55101

   e. Marks Script Guide WS 203___$6.70
   f. Raised Line Drawing Kit WS 194___$7.10
   g. Plastic Guides 3" x 4" WS 286___20¢
      5" x 8" WS 287___35¢
   h. Check Stencil (Bank sample submitted)

   American Foundation for the Blind
   15 West 16th Street
   New York, N.Y. 10011

i.	Raised Line Stationery--102 sheet pad	American Printing House 1839 Frankfort Ave. Louisville, Ky. 40206
j.	Metal signature guide	
k.	Writing Grid	Somerville Mnfg. Co. 5511 N. Albina Ave. Portland, Ore. 97217
l.	Raised Alphabet (to observe tactually)	
m.	Depressed alphabet to run pencil in, for kinesthetic memory	

*Prepared by Arline Huckins, California State School for the Blind

CHAPTER XIV

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New York, New York 10011

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Vocational Association
1510 H Street, NW
Washington D.C. 20005

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Foundation for the Junior Blind
5300 Angeles Vista Blvd.
Los Angeles, California

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

National Aid to Visually Handicapped
3201 Balboa Street
San Francisco, California 94121

New Outlook for the Blind
c/o AFB
15 West 16th Street
New York, New York 10011

San Francisco Lighthouse for the Blind
1097 Howard Street
San Francisco, California 94103

Science for the Blind
221 Rock Hill Road
Bala-Cynwyd, Pennsylvania 19004

Variety Club Blind Babies Foundation
90 Golden Gate Avenue
San Francisco, California 94102